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ABSTRACT

This teacher's manual is one volume of a six volume curriculum for the secondary level, designed to provide a systematic, group-oriented approach to decision-making in areas crucial to adolescent development: work, drug (substance) use and abuse, sexuality and social relationships, people and government, and juvenile law. The major goals of the curriculum are described, i.e., to provide basic information about rights, and how the court works; to increase student awareness of the role of juvenile law in their lives; and to provide practice in the five core skills (social perspective taking, alternative and consequential thinking, communication, and evaluation); and to provide practice in making decisions about law related issues. The 14 lessons cover laws and crimes, decision-making steps, due process rights, juvenile courts and laws, jobs in juvenile courts, and dealing with problems. The format for the lessons consists of teacher introduction, student worksheet, case studies, opinion polls and debates, and class evaluations. A final student assessment and course evaluation are also included. (BL)

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JUVENILE LAW: DECISIONS AND ALTERNATIVES
ADOLESCENT DECISIONS CURRICULUM

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PREFACE

The Adolescent Decisions program represents a cooperative effort among a group of teachers, school counselors, administrators, students, parents, and researchers, under the umbrella of the Adolescent Issues Project (funded by the United States Office of Education, Special Education Projects Grant G008001910, and the Judge Baker Guidance Center).

We are indebted to the students, staff, and parents of the Manville School in the Judge Baker Guidance Center, in Boston, Massachusetts -- who provided the initial impetus and support for the program. We are also thankful for the support, ideas, and feedback provided by students and staff at 15 schools who have tested components of the program -- especially the Bay Cove High School, Holden School, Manville School and River Street Mini-School, which all served as replication sites during the 1982-83 school year.

We are thankful for the support provided by the staff of the United States Office of Education (Special Education Projects), and the staff at Program Development Assistance Systems, especially Ms. Julie Becklund.

A NOTE ABOUT THE CURRICULUM

This curriculum is adapted from the book, Juvenile Problems and Law, by Linda Riekes and Sally Ackerley (West Publishing Company, 1980). We thank Linda Riekes for her ideas, enthusiasm, and guidance in initially formulating the project of adapting her work for students who have language and learning difficulties.

The topics covered in this curriculum are selective, and focus on how decisions are made related to juveniles and the law. There are many excellent supplementary materials available commercially, including the Law in Action series (West Publishing); Juveniles Have Rights, Too, and You Can Change the Law (Fearon Press); the Living Law series (Scholastic), and Street Law (West). Additional materials are available from YEFC, American Bar Association, 1155 East 60th Street, Chicago, Illinois, 60637.

JUVENILE LAW: DECISIONS AND ALTERNATIVES

LESSONS

Introductory Materials for Teachers

1. Introduction and Assessment
2. Laws and Crimes in Our Lives
3. Five Steps to Make a Decision
4. Due Process Rights for Juveniles: The Gault Case
5. Due Process Rights: A Closer Look
6. Review
7. How Did Juvenile Courts Begin?
8. Juvenile Laws and Adult Laws: How Are They Different?
9. Juvenile and Adult Courts: How Are They Different?
10. Steps in the Juvenile Court Process
11. Jobs in the Juvenile Court
12. Juvenile Court: Does It Work?
13. Dealing with Problems
14. Assessment and Course Evaluation

JUVENILE LAW

Goals

There are many different ways to help adolescents learn about juvenile law, and there are several fine sets of teaching materials commercially available (see the Resource List at the end of the Program Manual for titles). In the context of the Adolescent Decisions program and curriculum, the units on Juvenile Law focus on decision-making skills, and strategies for dealing with situations that involve the law. The major goals of the curriculum are:

:: To provide basic information about juvenile rights, and how juvenile courts work;

:: To increase student awareness of the role of juvenile law in their lives, the consequences of breaking the law, and the differences between adult and juvenile law;

:: To provide practice in the five core skills, especially understanding the consequences of breaking the law, and developing alternative solutions to juvenile problems.

:: To provide practice in making decisions about law-related issues, through case studies and opinion polls.

Curriculum goals have therefore excluded a number of interesting topics related to juvenile law; supplementary activities as well as more intensive treatment of these issues can be found in the resources listed at the end of the Program Manual. The scope and sequence of the Juvenile Law curriculum are adapted from Juveniles and the Law (Riekes and Ackerley, West Publishing Co., 1975).

Structure of the Curriculum

All lessons include a combination of the following components:

1. Teacher Introduction, which is designed to stimulate interest in the topic, introduce new words or concepts, and map out the lesson's activities;

2. Student Worksheet which supplies basic information on the key concept in each lesson;

3. Case Studies for discussion, role-play or brainstorming activities, which provide concrete examples of the issues and concepts discussed in each lesson, and an opportunity for students to practice making decisions about law-related issues.

4. Opinion Polls and Debates, which provide an opportunity to communicate and exchange ideas, and develop common solutions to law-related problems.

5. Class Evaluations, which provide feedback about the lesson topic and activities,group process, and student behavior.

The case studies included in this curriculum are suggestive of many other, similar case studies. The method can be extended into mock court experiences; and supplemented with visits from members of the community who have been involved with the juvenile law system -- either as lawyers, social workers, advocates, judges, or juvenile offenders.

Lesson 1

Introduction and Assessment

LESSON: Introduction and Assessment **NUMBER:** 1

MAJOR OBJECTIVES:

1. To introduce the goals of the juvenile law course.
2. To assess students' conceptual understanding, attitudes and interests related to juvenile crime and law.

Time	Content and Activities	Instructional Materials
10	I. Teacher introduction	
	Introduce the goals of the course and begin talking about some of the lessons and activities included in the course -- e.g., any guest speakers, films or filmstrips, etc.	see Instructor Guide
30	II. Assessment	
	A. Introduce reasons and expectations of juvenile law assessment	see Instructor Guide
	B. Complete assessment, either individually or as a group, depending on the needs and skills of students.	Juvenile Law Assessment
20	III. Options	
	A. Review answers to assessment; compare opinions, or	
	B. Do Brainstorm exercise. Write the words "crime" and "police" on the board. Ask students to call out words they think of when they see those terms. Discuss the values verbalized by students, or	see Procedural Manual
	C. "Around My Way" - Invite students to tell one "crime story" from their neighborhood or their own reading/watching TV.	

Lesson: Introduction and Assessment **Number:** 1

I. Teacher Introduction

There are many goals that are suitable for a course in juvenile law. This course will emphasize the following:

A. A basic understanding of legal rights, responsibilities and procedures as they relate to juveniles.

B. Exploration of student attitudes about crime, police, juvenile law system and their responsibility in relationship to juvenile crime as a social phenomenon.

C. Basic understanding of the consequences of juvenile crime, for the juvenile, the victim, and society.

D. Practice in using the Five Steps (see Procedural Manual) to develop solutions to juvenile crime.

E. Opportunity to look at crime and courts from different perspectives: juvenile, police, victim, judge, court worker, parent.

Students should be encouraged to think about specific other topics and/or activities which can be included in the course. (See II.C.2)

II. Assessment

Remind students that the purposes of the assessment are to find out: 1) what they already know, so that the teacher can plan a good course (not too repetitive but not missing important information), and 2) what students want to learn more about.

Lesson: Juvenile Law: Assessment ANSWER KEY Number: 1

ASSESSMENT ANSWER KEY

I. What is your opinion?

1. Keep a score of how students vote. Use this to help plan lessons and other activities. Compare the ways in which different students voted.

2. Same as number 1. Ask students what they would like to learn from the visit(s) they checked.

3. ____________________

4. All of these can get juveniles in trouble with the law. However, (c), (d), (f) and (h) would not be considered crimes in most cases if they were committed by an adult. They are status offenses: behaviors that specifically involve juveniles and the law.

5. Discuss the implications for punishment and rehabilitation of each of the "causes" of crime. Collect student opinions. See if opinions change as a result of the class.

II.

A. True or False

1. F. The age for defining a juvenile changes from state to state but in most cases it includes teenagers younger than 18.

2. T.

3. F. except if a case is appealed.

4. T.

5. F. Most teenagers get in trouble for status offenses--truancy, running away, etc. Theft (larceny) is the most common crime today.

Lesson: Juvenile Law: Assessment ANSWER KEY (cont). **Number:** 1

6. F. A juvenile can be charged and tried as an adult if the offense is serious enough (e.g., murder).

7. T.

8. T. Juvenile laws began in this century. Work by Jane Addams and other reformers in the early years of the century led to the development of juvenile courts and the juvenile justice system.

9. T. The case of Gerry Gault (see Lesson 5) led the Supreme Court to decide that juveniles have the same rights as adults to due process--including the presence of a lawyer at all legal proceedings.

10. T.

DEFINE THE WORDS.

1. Detention A.
2. Juvenile D.
3. Due process B.
4. Adjudication E.
5. Constitution C.

III. YOU DECIDE

The two cases are designed to provide practice in listening to and judging the consequences of juvenile crime. Help students begin to consider:

a. What a crime looks like from different perspectives;
b. The rights and responsibilities of parents as well as juveniles;
c. Alternative consequences (punishments);
d. The causes of juvenile crime . . . societal as well as personal.

JUVENILE LAW ASSESSMENT

Name, please ____

Date ______________________________________

Adolescent Issues Project 1981 Field Test Copy

Name, please ______________________

JUVENILE LAW

This class will help you learn more about how the law deals with teenagers (or juveniles). It will help you learn about your rights and responsibilities. It will help you learn how you can help other teenagers stay out of trouble with the law.

The first part of this class will help us find out what you know about crime and the law. It will also help us find out what you want to learn.

Please answer these questions. If you don't know an answer, try to guess. Try to answer all the questions on your own.

1. WHAT IS YOUR OPINION?

This part asks about your opinion. There are no right or wrong answers.

1. I want to find out more about:

___a) my rights if I am arrested
___b) what happens when a juvenile gets arrested
___c) what happens in court
___d) how juvenile court started
___e) what it is like in a detention center
___f) what kinds of jobs you can get helping teenagers
___g) how to help teenagers stay out of trouble
___h) different kinds of crimes and punishments
___i) (list any other interests you have:) ______________________

2. I would like to visit with:

___a) a lawyer
___b) a policeman or policewoman
___c) a judge
___d) a juvenile court session
___e) someone who has been convicted of a crime
___f) a probation officer or court worker
___g) (someone else?) ______________________

Name, please ______________________

3. I know about crime and the law from:

___a) reading the newspaper
___b) watching TV news
___c) listening to radio news
___d) watching TV crime shows
___e) other kids I know
___f) my parents
___g) (list any other sources) ________________________________

4. Which of these is a crime?

___a) stealing from a store
___b) hanging around behind a school
___c) skipping school
___d) running away from home
___e) hitting your parent
___f) smoking cigarettes
___g) not helping someone who is hurt
___h) swearing at adults

5. What do you think causes juveniles to commit crimes?

___a) They need money.
___b) They are bad people.
___c) They want to impress other kids.
___d) They don't know the law.
___e) Their parents are not strict enough.
___f) Laws are unfair, so kids just break them.
___g) (another reason?) ________________________________

6. Put a star (☆) next to the cause that you think is most important in number 5.

Name, please ______________________________

II. WHAT DO YOU KNOW ABOUT CRIME AND LAW?

A. True or False (T or F)

1. A juvenile is someone who is between 18 and 21 years old. ______
2. A juvenile has the right to a lawyer. ______
3. A juvenile usually has a trial by jury. ______
4. A juvenile can appeal to a higher court. ______
5. Most juveniles get in trouble for stealing cars. ______
6. A juvenile can never get sent to prison. ______
7. There are special laws for juveniles that are different from laws for adults. ______
8. Juvenile courts did not exist 100 years ago. ______
9. Before 1967, a juvenile did not have the right to a lawyer. ______
10. A delinquent is a juvenile who commits an act that would be a crime if an adult did it. ______

DEFINE THE WORDS

Draw a line from the word to the definition.

1. Detention	A. Temporary placement of a juvenile offender.
2. Juvenile	B. The legal rights a juvenile has.
3. Due process	C. The most important laws in the United States.
4. Adjudication	D. A person younger than 18.
5. Constitution	E. Decision of a judge, based on evidence

Name, please ______________________________

YOU DECIDE

Here are two cases. Read them and decide what you would do if you were the judge. Check (✓) which decision you agree with, or add your own.

The Car Theft

1. Gary is 17 years old. One night he bought some beer for his friend, Tom. Tom got drunk, broke a car window, hot wired the car and drove off. A block later, he had an accident. Tom was arrested. He told the police that Gary bought him the beer. Gary was brought to juvenile court. You decide:

A) Is Gary guilty of a crime? Yes No

Why? ____

B) If Gary is guilty, what is a fair punishment?

____

C) Who should pay for damages in the accident?

Tom Gary Tom's parents Gary's parents

2. The Run Away

Carla was always fighting with her mother and father. Her mother complained about her grades in school. Her father never let her go out with guys. One day she decided to quit it all and run away to New York. She took $20 from her mother's purse and left home. She got a ride heading for New York. Later she was picked up by the police for hitchhiking on the highway.

A) What should happen to Carla?

___She should be sent to a foster home.

___She should pay back the money.

___She should see a counselor on probation.

___Nothing: it is her parents' fault.

Name, please ______________________________

B) Should juveniles be punished for running away?

Yes No Why? ____

____

If you say yes, what is a fair punishment? ____________________________

____

C) Should parents be held responsible if their kids run away? Yes No

Why? ____

D) Is "hitchhiking" a crime? Yes No

Lesson 2

Laws and Crimes in Our Lives

LESSON: Laws and Crimes in Our Lives **NUMBER:** 2

MAJOR OBJECTIVES:

1. To think about the role of laws in our lives.
2. To think about crimes and consequences.
3. To provide practice in making legal decisions.

Time	Content and Activities	Instructional Materials
10	I. Teacher Introduction	
	A. Ask students if they think it is important to have laws that tell people what they can and cannot do.	see Instructor Guide
	B. Ask them to name one law that affects them each day.	
	C. Ask students to name one law they think is unfair.	
	D. Tell students that this lesson will focus on the ways that laws and crime affect each of us every day.	
	E. Ask students to define the words "regulate" and "consequence".	
10	II. Laws in our lives	
	A. Pass out student handout for listing daily activities.	
	B. Ask students to list the things they do each day (eat lunch, ride to school, buy candy, watch TV. etc.).	see Instructor Guide
	C. List these on the board (or use the student handout)	student handout = "Is there a law?
	D. Ask students to state which activities are regulated by law. Put an L next to these.	

LESSON NUMBER: 2

Time	Content and Activities	Instructional Materials
	E. Ask students if there are any activities which they feel should not be regulated by law. (Adolescents often feel that drinking or movies or smoking should not be regulated by law.)	
	F. Ask for arguments for and against laws in cases where there are disagreements.	
20	III. Crimes and consequences	
	A. Pass out student handout - "Crimes and Consequences"	
	B. Brainstorm activity or student handout. Ask students to list (call out) different crimes. (Remind them to think about TV or radio news, or their own experiences.)	see Instructor Guide
	C. Categorize those crimes--are there victims? (Yes/No) Are they crimes against persons or property? Are they serious or not?	student handout= "Crimes and consequences"
	D. Ask students to brainstorm fair punishments for each of the crimes.	
	E. Are there any crimes that are illegal for juveniles only?	
10	IV. You Decide	
	A. Pass out the student handout about the roles of crime.	

LESSON NUMBER: 2

Time	Content and Activities	Instructional Materials
	B. The case involves defining a juvenile crime, and thinking about alternative perspectives and consequences for the crime.	see Instructor Guide
	Role play, discuss or use the student handout. (Don't be afraid to try a role play!)	student worksheet "Kids in the Park"
10	V. Evaluate the class	see Procedural Manual
	A. Teacher describes evaluation procedure - rationale and methods	
	B. Do classroom evaluation	

INSTRUCTORS' GUIDE

Lesson: Laws and Crimes in Our Lives **Number:** 2

I. Laws that affect students everyday include:

1. Nutritional requirements on food
2. Traffic laws--driver's license, stop lights, speed limits
3. Mandatory schooling for children
4. Licensing of teachers, counselors, etc.
5. Laws regulating radio and TV programs

II. Other laws that affect juveniles include:

1. Minimum age for purchase of alcohol and cigarettes
2. Movie restrictions (e.g., x-ratings)
3. Minimum age and competency for drivers license.
4. Truancy and vagrancy laws.
5. Minimum employment age; minimum wage laws.
6. Dress codes in schools.

(add these to the list in number I)

III. See following page for sample student worksheet.

IV. The crime of vagrancy is one often involving juveniles. Look at the case from the perspective of the teens, the police officer, the neighbor, the parents. Think about consequences that involve judicial consequences,as well as non-judicial ones--e.g., cleaning the playground, loss of privileges by parents, etc.

INSTRUCTORS' GUIDE

Lesson: Crimes and Consequences - SAMPLE!!

Number: 2

Crime	Victims? Yes	Victims? No	Person or Property	Serious? Yes	Serious? No	Fair consequence?
Smoking cigarettes		No	neither		No	Take cigarettes away. Inform parents. See film about cancer.
Stealing from a store	Yes		persons and property	Yes		Pay back money/goods. Probation. Detention center. Work project.
Homicide	Yes		persons	Yes		Jail. Pay back community.
Under-age drinking	Yes (maybe)		persons or property	Yes/No (opinion)		Pay back community. Probation. Loss of family privileges. Participate in course on alcoholism.

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SAMPLE

Student Hand-out

Lesson: 2 Is there a law?

List some activities you do each day. Which activities are regulated by law? Put an L next to those that are regulated by a law. Check ( ) one activity you think should not be regulated by law.

Activity	Is there a law? Put an L
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Student Hand-out Crimes and Consequences!

Lesson: 2

Think about the role of crimes and consequences in our lives. Fill in as many boxes in the table as you can.

CRIME	Is there a victim? Yes or No?	Is the crime against persons or property?	What is a fair consequence?

List the crimes in order of how serious (dangerous) they are to other people. Put a (1) next to the most dangerous crime on your list.

Student Hand-out

Lesson: 2

The kids in the park

Curfew in Lindville was 10:00 p.m. for all juveniles. One night at 10:30 a bunch of teenagers were sitting around in the park. The street light was out. They sat in the dark smoking cigarettes and talking. A neighbor heard them and called the police. The police came and took the kids down to the station. Their parents were sent a notice to appear in court.

Look at the case from different points of view.

THE KIDS. Do they think what happened was fair? Why or why not?

THE PARENTS. How do they feel about coming to court? What did they think should be done to the kids?

THE NEIGHBOR. Why do you think he called the police? Was it fair for him to call the police? Why?

THE JUDGE. What do you think the judge will do?

Write your opinion as judge here: ______________________________

____

Why did you choose the consequence you did? Why do you think it is fair to all parties involved? ______________________________

____

HOMEWORK

Lesson: #2

Date due: ______________ Name, please ____________________

Crime in the News

Find a local newspaper.

Clip out one story about crime, and attach it to this sheet.

Answer these questions:

1. Was it a crime against:

   a person? _____

   property? _____

   both? _____

2. What happened to the victim? ____________________

   ____

   ____

3. What happened to the person accused of the crime? ____________

   ____

   ____

Check one:
___ Decisions About Drug Use
___ Adolescent Development and Sexualit
___ Job Preparation
___ Juvenile Law

ADOLESCENT ISSUES PROJECT

LESSON EVALUATION

Lesson # ______ Your Name ______________________________

Your School ______________________________

Date ______________________________

1. Did you enjoy this lesson? Yes No Why? ______________________________

____

____

2. Did the students enjoy this lesson? Yes No Why? ______________________________

____

____

3. Did the lesson meet its objectives? Yes No Why? (Please address whether the activities should be changed or whether the objectives should be changed.) ______________________________

____

____

4. What do you think the students got out of the lesson?

___ Facts ___ Practice with decision making

___ Self-reflection ___ Practice with communication skills ___ Exposure to new ideas

Other ______________________________

____

____

5. Did the lesson address issues and/or skills which are relevant to your students?

Yes No Can you specify which issues and skills? ______________________________

____

6. Was the "Instructor Introduction" in the lesson plan clear to you? Yes No

Please comment

Was it helpful?

7. Was the Instructor Guide helpful? Yes No Why?

8. Were the Student Worksheets appropriate for your group? Yes No Why?

Please comment on reading level, conceptual level, organization of the lesson, etc., if it is relevant.)

Did the students participate in the activities? Yes No Why?

Can you specify any particular activity that you thought worked particularly well or poorly?

9. What would you like to change about this lesson?

10. Other comments

11. Do you think that the class (lesson) evaluation was an important part of the lesson? Yes No Why?

12. Please record your class' evaluation by indicating the number of votes for each category. Please include your own vote by writing your initials in the appropriate category.

Excellent	Good	Fair	Poor	Other

Lesson 3

5 Steps to Make a Decision

LESSON: Five Steps to Make A Decision

NUMBER: 3

MAJOR OBJECTIVES:
1. To become acquainted with a 5-Step model for making decisions
2. To apply the model to a case involving juvenile law

Time	Content and Activities	Instructional Materials
10	I. Teacher introduction	
	A. Review lesson #2:	
	1. List some daily activities regulated by law.	
	2. List crimes and consequences discussed in lesson #2.	
	3. Emphasize concept of consequences.	see Instructor Guide
	B. Tell students that this lesson will give them a chance to practice a series of steps to improve the way they make decisions; and to play the role of a judge, police officer, and parent in a juvenile law case.	see Procedural Manual: 5 Steps
	C. Ask students to list some decisions they make every day (what to wear in the morning, what to eat for breakfast, etc.)	
	D. Introduce the words: choice, alternative, solution, consequence, evaluate and truant.	see Procedural Manual: 5 Steps
30	II. Five Steps to Make a Decision	
	A. Use 5 Steps handout as a reference for students.	see Instructor Guide

LESSON NUMBER: 3 p. 3

Time	Content and Activities	Instructional Materials
10	III. Review (options)	
	A. Ask students to make up a second case study. Role play or discuss.	
	or B. Use "Around My Way" to collect stories about juvenile crime that illustrate the decision-making aspects of juvenile crime and law.	
	or C. Use case studies from Street Law to practice the 5 Steps..	Street Law (West Publishing Co.)
5	IV. Evaluate the lesson	See Procedural Manual

LESSON NUMBER: 3 p. 2

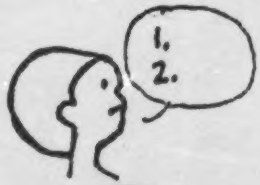
Time	Content and Activities	Instructional Materials
	B. Remind students that they make many decisions each day.	Student handout: 5 Steps
	C. Relate the concept of decisions to juvenile crime and law: 1. Juveniles decide to act in certain ways (to skip school, drink alcohol, hang with certain friends, etc.) 2. Police officers and judges decide what to do with juveniles who break the law. 3. Parents and teachers decide on ways to help juveniles. 4. Juveniles can decide to help each other.	
	D. Use a simple case study (see student handout) to demonstrate the 5 Steps.	Student handout: "3 Decisions"
	E. Use the 5 Steps to work through a juvenile law case.	Student handout: "Hooking School"
	F. Review or role-play the case study from the perspective of: 1. the juvenile 2. the police officer 3. the parent 4. the juvenile court judge	See Procedural Manual: "Role Play"

Student Hand-out

Lesson 3

5 steps to make a decision

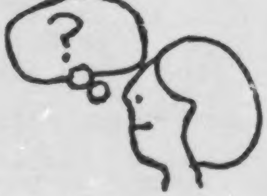
1. Name the dilemma.
   what is the decision you need to make?



2. List 2 or more solutions.

3. Think about the consequences of each solution,
   a) for YOU b) for OTHERS

4. Try out the "best" solution



5. Evaluate your decision.
   How well did your solution work?
   If you need to, start again at number 1.

Lesson: 5 Steps to Make a Decision **Number:** 3

I.A. Consequences. Many juveniles get into trouble because they have not considered the consequences of their behavior--for themselves and/or others. Anticipating consequences is an important concept in dealing with the roots of juvenile crime. It is also generally applicable in making many different kinds of decisions--including decisions about jobs, school, friendships, and drug use.

II.A. The 5 steps are one simple way to begin helping students reflect on, and improve, their decision-making skills. They are discussed at some length in the Procedural Manual. However, the major goals are:

1. To increase the number of alternative solutions from which to choose;
2. To improve adolescents' ability to anticipate consequences and take the perspective of others;
3. To evaluate the decision-making process and use case studies to improve that process.

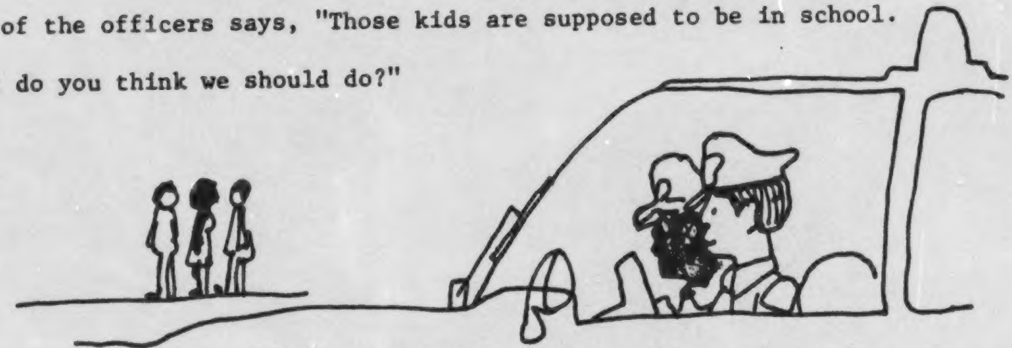
Student Hand-out

Lesson: 5 Steps to Making a Decision - #3

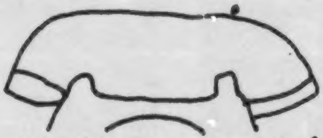
Hooking School

Matt, Alice and Danny are all 15 years old. It is a nice September day and they are walking toward school. Alice says, "Let's cut out today and go to the beach. Nobody will notice we are gone."

After they talk about it for a while, they all agree to cut school and go to the beach. On the way, a police cruiser drives past them. One of the officers says, "Those kids are supposed to be in school. What do you think we should do?"



The police officers stop the three kids. They talk to them awhile, and decide to call their parents. On the phone, Alice's mom gets really mad. She says she wants to do something about Alice hooking school. She wants the police to take her to detention center and charge her with being truant.



When Alice finally has a court date, she tells the judge her story: she just wanted to hook school one day. Her mother says Alice does this alot, and she wants the judge to do something. What should the judge do?

Student Hand-out

Lesson: 5 Steps to Making a Decision - #3

Three Decisions

Put yourself in the role of the teenager who needs to make the decision. Use the 5 Steps. (Use a chart if it helps you.)

1. The paycheck

Deborah has just gotten paid for her part-time job as a cashier. The check came to $43. Deborah remembers a dress and shoes she wanted for $40. But she knows her folks are short of cash this month. And she knows she wants to save for a trip to New York in the spring. What should she do?

2. Late again!

Mark is late for work again! He could try to hitch ride, but hitching is illegal. He could walk, but then he'll have to explain to his boss why he is late again. What should he do?

3. The party.

It is ten o'clock at night. Eric and his friends are hanging out by Eric's house. One of the friends says he knows of a party on the other side of town. Eric's mother has told him she doesn't want him traveling across town. But she won't be home until 11:00 p.m., because she is visiting relatives. What should Eric do?

HOMEWORK

Lesson: #3 - Five Steps to Make a Decision

Date due: ____________ **Name, please** ____________________

Pick a decision you made today. Use the 5 steps.

1. Name the problem.

2. List 2 alternative solutions in the chart below.

SOLUTION	CONSEQUENCE
1.	1.
2.	2.

3. Now list a consequence for each solution in the chart above.

4. Put a star (☆) next to the best solution.

5. Try it next time!

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Student Hand-out

Lesson: #3 p. 2

Hooking School (cont.)

1. Look at the problem from the point of view of:

    Alice

    her mother

    the police officers

    the judge

2. What decisions did each of them have to make? List them here:

    Alice:

    Police Officers:

    Mother:

    Judge:

3. How many alternative solutions did you think up for each decision?

4. Role-play or discuss the case from each person's point of view. Can you come to a solution that is good for everyone?

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Check one:
___ Decisions About Drug Use
___ Adolescent Development and Sexualit
___ Job Preparation
___ Juvenile Law

ADOLESCENT ISSUES PROJECT

LESSON EVALUATION

Lesson # ______ Your Name ____

Your School ____

Date ______________________________

1. Did you enjoy this lesson? Yes No Why? ____________________

____

____

2. Did the students enjoy this lesson? Yes No Why? ____________________

____

____

3. Did the lesson meet its objectives? Yes No Why? (Please address whether the activities should be changed or whether the objectives should be changed.) ____

____

____

4. What do you think the students got out of the lesson?

___ Facts ___ Practice with decision making

___ Self-reflection ___ Practice with communication skills ___ Exposure to new ideas

Other ____

____

____

5. Did the lesson address issues and/or skills which are relevant to your students?

Yes No Can you specify which issues and skills? ____________________

____

6. Was the "Instructor Introduction" in the lesson plan clear to you? Yes No

Please comment ______________________________

____

Was it helpful? ______________________________

____

7. Was the Instructor Guide helpful? Yes No Why? ______________

____

8. Were the Student Worksheets appropriate for your group? Yes No Why? Please comment on reading level, conceptual level, organization of the lesson, etc., if it is relevant.) ______________________________

____

Did the students participate in the activities? Yes No Why? ________

____

____

Can you specify any particular activity that you thought worked particularly well or poorly? ______________________________

____

9. What would you like to change about this lesson? ______________

____

____

10. Other comments ______________________________

____

11. Do you think that the class (lesson) evaluation was an important part of the lesson? Yes No Why? ______________________________

____

12. Please record your class' evaluation by indicating the number of votes for each category. Please include your own vote by writing your initials in the appropriate category.

Excellent	Good	Fair	Poor	Other

Lesson 4

Due Process Rights for Juveniles:

The Gault Case

LESSON: Due Process Rights for Juveniles: The Gault Case **NUMBER:** 4

MAJOR OBJECTIVES:

1. To understand how due process rights for juveniles first began.
2. To apply due process rights to a juvenile case.

Time	Content and Activities	Instructional Materials
	I. Teacher Introduction	
	A. Review due process rights. Ask students how many they can remember from the previous lesson.	student handout Lesson #4: "Due Process Rights"
	B. Ask students if they think juveniles should have the same rights.	
	C. Tell students juveniles did not always have the same due process rights as adults. The case of Gerry Gault, in 1967, was the first case to test juvenile rights to due process.	
	II. Due process for juveniles: The case of Gerry Gault.	student handout "The Case of Gerry Gault"
	A. Read the student hand-out: "The Case of Gerry Gault".	
	B. Answer the questions at the end.	
	or C. Use Due Process Rights: What are they? hand-out to review due process and apply it to Gault.	see student hand-out: "Due Process Rights"

Lesson: Due Process Rights for Juveniles - **Number:** #4

I. There are many aspects to the discussion of due process. We have chosen to focus on two of them:

1. To understand our rights as juveniles;
2. To practice the 5 Steps.

Good background information can be found in Riekes and Ackerley, Juvenile Problems and Law, and in Street Law. Both are published by the West Publishing Company.

Whatever the information available, the major goal is to practice making decisions--in the role of juvenile, police officer, court, lawyer, par

LESSON NUMBER: Due Process Rights for Juveniles - #4

Time	Content and Activities	Instructional Materials
	III. Review and practice (options)	
	A. Role-play the Gault case as it would happen today. Be sure to respect due process rights.	
	or B. Do the Review Exercise sheet: match due process rights with definitions.	see student handout Review Ex.
	or C. Invite a police officer and/or juvenile court worker to talk about due process rights in real life.	
	IV. Evalute class	See Procedural Manual

DUE PROCESS RIGHTS

3. Cross-examine. You have the right to ask questions.
4. No self-incrimination. You can't be forced to say things about yourself that will make you look guilty.
5. Record the hearing. You can ask that everything be written down during the hearing.
6. Right to review. If you don't like the judge's decision, you can appeal to a higher court. You can ask the other court to change the decision. But you need to bring some reasons why.

REVIEW

Match the words with the due process right. Draw a line.

1. Cross-examine
2. Self-incrimination
3. Right to a lawyer
4. Right to appeal
5. Notice of charges
6. Right to record the process.

a. Ask that your case be heard by a different judge.
b. You can ask someone to help you in court.
c. You can't force anyone to say something that will get him/her in trouble.
d. You have to be told what you are accused of.
e. You have a right to ask someone to write down what goes on.
f. You can ask questions of the person who accused you.

Student Hand-out

Lesson: The Case of Gerry Gault - #4

The Case of Gerry Gault

Gerry Gault was 15. He was taken into court because he was accused of making an obscene phone call. The police did not tell Gerry's parents they were taking him to detention. They were not told the reason for a court hearing the next day.

Mrs. Cook had accused Gerry. She did not come to the hearing. The police officer told her story. Gerry said he did not make the call.

There were no lawyers present. There was no juvenile court jury. The judge decided Gerry was delinquent. He was sentenced to be in state reform school until the age of 21 (six years!). If an adult had made an obscene phone call, he would get only 60 days in jail.

Gerry's parents got a lawyer who challenged the decision. It turned out the decision was not fair. Gerry was not given his due process rights. Here are some of them:

1. Notice of charges. You must be told what you are accused of and be given time to prepare a case.
2. You must be allowed to have a lawyer. If you are too poor, the court must lend you a lawyer.

Lesson 5

Due Process Rights: A Closer Look

LESSON: Due Process Rights: A Closer Look **NUMBER:** 5

MAJOR OBJECTIVES:

1. To examine each of 6 due process rights.
2. To identify due process rights in actual cases.

Time	Content and Activities	Instructional Materials
5	I. Teacher Introduction	
	A. Review lesson 5:	
	1. Ask for volunteers to name one due process right they remember.	
	2. Ask for a volunteer to name one due process right that was violated in the case of Gerry Gault.	
	3. Ask for any other due process rights which students think are important to make the laws more fair for juveniles.	
	B. Review the terms: notice, counsel, cross-examine, self-incrimination, hearing, and review.	
20	II. Due Process Rights	
	A. Use the student handouts to describe each of 6 due process rights that apply.	student handout: "Due Process: A Closer Look:
	B. Ask students to re-state each of the due process rights in their own words.	
	C. Ask students to share ideas they have as to why the due process rights are important for someone accused of a crime.	
	D. Now ask students why due process rights might be a problem for police,	

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Lesson: Due Process Rights: A Closer Look **Number:** 5

I.B. There are many terms in the law that are difficult for students to understand, recognize or repeat. It is important to introduce these terms--so that students are at least aware of the kinds of vocabulary often used in legal cases. However, it is important to help students re-state the terms in their own words. (see II.B.)

II.C. and II.D. Due process rights are controversial because they are often seen as "protecting criminals". It is important for students to look at this problem from at least three or four perspectives:

1. The accused person: the law must ensure fair treatment;
2. The victim: the law must ensure fair treatment and restitution;
3. The police officer: due process means police have to be more careful about their work;
4. Judges: due process means a judge must work hard to ensure that everyone's rights are protected.

The opportunity to look at a problem from many different perspectives is an important, generalizable part of making decisions. This exercise can also be used to help students become aware of one major issue currently being debated in this country.

III.A. Recognizing due process rights (and violation of them) is an important part of learning how to function within the law. You can ask questions that will raise disagreements--e.g., should due process rights be the same for adults? Should they hold for schools, etc. This exercise is difficult, and can be adapted to simplify it when necessary.

LESSON NUMBER: 5

Time	Content and Activities	Instructional Materials
	judge, or the victim of a crime.	see Instructor Guide
20	III. Due Process Rights: "You Decide"	
	A. Use the student handout to provide practice in recognizing due process rights as they apply to actual cases.	Student handout: "You Decide"
	B. Use "Around My Way" or the Street Law cases to provide further practice in recognizing due process rights in actual cases. OPTIONS:	see Instructor Guide
	1. Role-play a case;	
	or 2. Use a checklist to evaluate the legal process.	student handout: "Was it fair?"
5	IV. Evaluate class	see Procedural Manual

Student Hand-out

Lesson: Due Process: A Closer Look - #5

DUE PROCESS RIGHTS: A CLOSER LOOK

A. The right to notice of charges. You must be told what you are accused of doing. You must be allowed time to prepare your case. You cannot be arrested and tried the same day without a chance to prepare your case.

B. The right to counsel. Everyone has the right to a lawyer. If you cannot afford to pay one, the court must get a lawyer for you. But you can always choose to defend yourself, without a lawyer.

C. Right to cross-examine witnesses. If a witness testifies against you, you have the right to ask questions. You can try to show that the person who testifies against you is wrong.

D. The right against self-incrimination. No one (not police or the judge) can force you to say things that will be used against you. This right is protected in the Constitution. It is sometimes called "Taking the 5th Amendment." If someone forced you to confess, the case is usually thrown out.

Student Hand-out

Lesson: Due Process: A Clsoer Look - #5

(cont). p. 2

E. The right to a written record of the hearing. Everything that happens in court must be written down. That way, you know later what was said against and for you, and how to try to prove your point.

F. The right to appeal. If you think the judge's decision was wrong or unfair, you can ask a "higher" court to hear your case. The "higher court" can change the decision or keep it the same.

Student Hand-out

Lesson: Due Process Rights: A Closer Look - #5

YOU DECIDE

Here are 6 cases. Each of them goes against one of the due process rights. Can you decide which right has not been protected? Write the letter (A to F) of the due process right that fits each case.

1. Abbie Toffman was accused of breaking into a store. At the hearing, the police offcer told the judge that a neighbor saw Abbie the same night the break-in happened. The neighbor never came to court. The judge said Abbie was guilty. ____________

2. Neal Cassidy was accused of stealing a car. Neal had been in trouble before with the police. The detective and the judge wanted to teach Neal a good lesson, so they brought him into court the next day without a lawyer. He was put on probation for one year. _____

3. Juan Benitez had just come up from Puerto Rico. One night he was hanging out in the park. A policeman picked him up for vagrancy and put him in detention center. No one talked to him about why he was arrested. The policeman said he didn't speak Spanish. ___________

FIELD TEST COPY.

Student Hand-out

Lesson: Due Process Rights: A Closer Look - #5

YOU DECIDE (cont.)

4. Ginny Woolf had a court date set for April 1. That day the clerk was sick. The judge said he didn't want to postpone court. He went ahead with the hearing. Ginny was found guilty of shoplifting. She was put on probation. ____________

5. Mary Ann Evans was 13. She had never been in trouble before. She was hanging with some friends who stole tapes from a store. They were all picked up. The police told Mary Ann that if she confessed, they would let her go. But if she went to trial, they would put her in detention center. ____________

6. The Mansfield family was poor. Their son Bobby often skipped school to go to work selling newspapers downtown. After a few warnings, the police picked him up. The judge found him guilty and said he had to be put on probation for 6 months. Mr. Mansfield thought this was unfair. But he didn't have enough money for a lawyer. He didn't know what to do next. The judge said Bobby would have to serve the probation. ____________

Thanks for
your
evaluation

Student Hand-out

Lesson: Due Process Rights: A Closer Look #5

EVALUATION CHECKLIST:

WAS IT FAIR?

Use this checklist to evaluate cases.

What was the crime? ______________________________

____

What was the decision? Guilty Not guilty

Were Due Process rights protected?

1. Was he told about the charges? Yes No
2. Was he allowed to have a lawyer? Yes No
3. Was he or his lawyer allowed to ask questions of those who testified against him? Yes No
4. Was he forced to say things that were later used against him? Yes No
5. Was a written record of the hearing kept? Yes No
6. Was he allowed to appeal to a higher court? Yes No

Rate the court case: How much did it protect due process rights?

A lot Some Hardly at all Not at all

Check one:
___ Decisions About Drug Use
___ Adolescent Development and Sexualit
___ Job Preparation
___ Juvenile Law

ADOLESCENT ISSUES PROJECT

LESSON EVALUATION

Lesson # ______ Your Name ______________________________

Your School ______________________________

Date ______________________

1. Did you enjoy this lesson? Yes No Why? ______________

____

____

2. Did the students enjoy this lesson? Yes No Why? ______________

____

____

3. Did the lesson meet its objectives? Yes No Why? (Please address whether the activities should be changed or whether the objectives should be changed.) ______________________________

____

____

4. What do you think the students got out of the lesson?

___ Facts ___ Practice with decision making

___ Self-reflection ___ Practice with communication skills ___ Exposure to new ideas

Other ______________________________

____

____

5. Did the lesson address issues and/or skills which are relevant to your students?

Yes No Can you specify which issues and skills? ______________

____

6. Was the "Instructor Introduction" in the lesson plan clear to you? Yes No

Please comment ______________________________

Was it helpful? ______________________________

7. Was the Instructor Guide helpful? Yes No Why? ______________________________

8. Were the Student Worksheets appropriate for your group? Yes No Why?

Please comment on reading level, conceptual level, organization of the lesson, etc., if it is relevant.) ______________________________

Did the students participate in the activities? Yes No Why? ______________________________

Can you specify any particular activity that you thought worked particularly well or poorly? ______________________________

9. What would you like to change about this lesson? ______________________________

10. Other comments ______________________________

11. Do you think that the class (lesson) evaluation was an important part of the lesson? Yes No Why? ______________________________

12. Please record your class' evaluation by indicating the number of votes for each category. Please include your own vote by writing your initials in the appropriate category.

Excellent	Good	Fair	Poor	Other

Lesson 6

Review

LESSON: Review **NUMBER:** 6

MAJOR OBJECTIVES: 1. To review basic concepts and skills covered in the curriculum

Time	Content and Activities	Instructional Materials
5	I. Teacher introduction. This lesson is intended to provide some opportunities for students to review basic vocabulary, concepts and skills. Although it is designed as a student handout, the material can be covered as well through discussion. Note: This is a good opportunity for using a film, filmstrip, or speaker to supplement the basic classroom activities. Although the curriculum has been designed with minimal reliance on outside resources, we have found that use of films and guest speakers is an effective change of pace as well as an excellent review of course material.	
20	II. Review Lesson: Complete student handout individually or as a group.	student handout: "Review"
20	III. Options A. Develop role-play situations that students can use to practice making decisions about juvenile crime and law. or B. Make a class collage of law-related news stories. Talk about them and	

Lesson: Review Number: 6

ANSWER KEY

1. Three things controlled by law:
    1. Teachers are licensed.
    2. Food is inspected; so are cars.
    3. Bus drivers must have a license to drive.
    4. People under the age of 16 must go to school.

2. Missing steps are:
    2. Think of two or more solutions to the problem.
    4. Choose the "best" solution.

3. Two due process rights:
    1. Right to notice of charges;
    2. Right to counsel;
    3. Right to not incriminate yourself (see lesson 6)

4. True or False

    1. T; 2. F; 3. T; 4. F; 5. T.

Matching

1. C; 2. E; 3. A; 4. D; 5. B.

Things to think about

Emphasize alternative solutions; due process rights; and fair consequences or punishments)

LESSON NUMBER: Review - #6 (cont.)

Time	Content and Activities	Instructional Materials
	categorize them as to:	
	1. type of crime, or	
	2. consequences of the crime	
	or C. Ask students to name special activities related to juvenile law which they would be interested in, during the coming months.	
10	IV. Evaluate the class thus far.	see Procedural Manual

Student Hand-out

Lesson: Review - #6

REVIEW: WHAT HAVE YOU LEARNED?

1. Can you name 3 things you do each day that are controlled by laws?

   1. ____________________

   2. ____________________

   3. ____________________

2. Fill in the missing steps in making a decision:

   1. Label the problem.

   2. ____________________

   3. Think about the consequences of each solution.

   4. ____________________

   5. Try it out: how well did it work?

3. Name two due process rights that juveniles have:

   1. ____________________

   2. ____________________

TRUE or FALSE

1. There are special laws for juveniles. T F
2. A juvenile always has a jury trial. T F
3. A juvenile has the right to a lawyer. T F
4. Gerry Gault was a famous lawyer. T F
5. A juvenile has the same due process rights as an adult. T F

Student Hand-out

Lesson: Review - #6

MATCH THE WORD WITH THE MEANING:

1. Juvenile	A. Something that happens because of a decision you make.
2. Alternative	B. Someone who skips school.
3. Consequence	C. Someone who is not yet old enough to be an adult in the laws.
4. Due process right	D. Rights that make sure people get fair treatment from police and courts.
5. Truant	E. A choice between two or more solutions.

THINGS TO THINK ABOUT

1. Take the role of a police officer. You see two kids run away from a parked car. You stop them and they say they were doing nothing. What should you do? Why? ______________________________

____

2. Take the role of a school principal. A student reports that a new kid in the school has brought liquor with him. He says it is in the new student's school locker. What should you do? ____________________

____________________ How can you protect the new student's due process rights?

3. Take the role of a victim. A 15-year old girl snatched your wallet. She was caught. The judge asks you to testify. Then he says the girl is guilty. The judge asks you what is a fair punishment. What do you say?

____

Thanks for your evaluation!

Student Hand-out

Lesson: #6 (Review - cont.)

Can you think of an alternative solution to punishment? ____________

Check one:
___ Decisions About Drug Use
___ Adolescent Development and Sexualit
___ Job Preparation
___ Juvenile Law

ADOLESCENT ISSUES PROJECT

LESSON EVALUATION

Lesson # ______ Your Name ____________________

Your School ____________________

Date ____________________

1. Did you enjoy this lesson? Yes No Why? ____________________

____

____

2. Did the students enjoy this lesson? Yes No Why? ____________________

____

____

3. Did the lesson meet its objectives? Yes No Why? (Please address whether the activities should be changed or whether the objectives should be changed.) ____________________

____

____

4. What do you think the students got out of the lesson?

___ Facts
___ Practice with decision making
___ Self-reflection
___ Practice with communication skills
___ Exposure to new ideas

Other ____________________

____

____

5. Did the lesson address issues and/or skills which are relevant to your students?

Yes No Can you specify which issues and skills? ____________________

____

6. Was the "Instructor Introduction" in the lesson plan clear to you? Yes No

Please comment

Was it helpful?

7. Was the Instructor Guide helpful? Yes No Why?

8. Were the Student Worksheets appropriate for your group? Yes No Why?
Please comment on reading level, conceptual level, organization of the lesson, etc., if it is relevant.)

Did the students participate in the activities? Yes No Why?

Can you specify any particular activity that you thought worked particularly well or poorly?

9. What would you like to change about this lesson?

10. Other comments

11. Do you think that the class (lesson) evaluation was an important part of the lesson? Yes No Why?

12. Please record your class' evaluation by indicating the number of votes for each category. Please include your own vote by writing your initials in the appropriate category.

Excellent	Good	Fair	Poor	Other

Lesson

How Did Juvenile Courts Begin?

LESSON: How did juvenile courts begin? NUMBER: 7

MAJOR OBJECTIVES:
1. To understand the reasons for laws and courts that deal especially with juveniles.
2. To state and defend opinions about special laws that apply to young people.

Time	Content and Activities	Instructional Materials
5	I. Teacher introduction Explain that there was once a time when children and juveniles were treated like adults. They had the same courts and the same jails. Today there is a lot of disagreement whether special laws, courts, and punishments for juveniles are a good or bad idea. Later you will get to state your opinion on this question .	
20	II. Then and Now A. Ask students to imagine themselves living in 1880. B. List 5 or more things we would not have in 1880 that we have today. Use the student handout if you like. C. Ask: Which things that we have today are helpful? Which are harmful to us? D. (Optional): Mark a (+) or (-) on the student handout to rate things that are helpful and harmful today.	student handout: "Then and Now"
10	III. Reasons for juvenile laws and courts. A. Introduce the words: punishment and guidance.	

INSTRUCTORS' GUIDE

Lesson: How did juvenile courts begin? **Number:** 7

III.C. This lesson provides a rich starting point for many different activities. For example, it provides students with a concrete, comprehensible case study in the way the conditions of people's lives have changed in the last 100 years.

Second, it provides options for independent projects through which students can explore life in a different time, and from a different perspective.

Third, it encourages them to analyze or question the reasons for special juvenile laws.

There are many helpful references and resources available, ranging from books and films to possible field trips. A few examples include:

1. Photography collections of child-labor reformer activitists like Lewis Hyne and Jacob Riis--these show the life experience of young children 100 years ago.
2. Films like Chaplin's The Immigrant or Easy Street
3. Field trip to the National Historical site in Lowell, MA.

LESSON NUMBER: How did juvenile courts begin? - # 7

Time	Content and Activities	Instructional Materials
	B. Read the student handout: "Why Juvenile Laws?"	student handout "Why Juvenile Laws"
	C. (Optional) Read more about the work of child reformers like Jane Addams, and Jacob Riis. Look for photography collections on child labor at the turn of the century.	see Instructor Guide
	D. (Optional) Read play, "Jane Addams to Ponch," Scholastic Search, 1/24/80	see Supplemental Resource following lesson.
10	IV. Special Laws for Juveniles: An Opinion Poll	
	A. Introduce the words: poll, and opinion.	student handout "Opinion Poll "
	B. Complete the opinion poll.	
	C. Compare answers (opinions) as a group. Be sure to ask for reasons why students voted as they did.	
5	V. Evaluate class	see Procedural Manual
	VI. (Optional) Homework: Give the Opinion Poll to someone at home - relative, friend, neighbor. Compare your answers.	see Homework Sheet

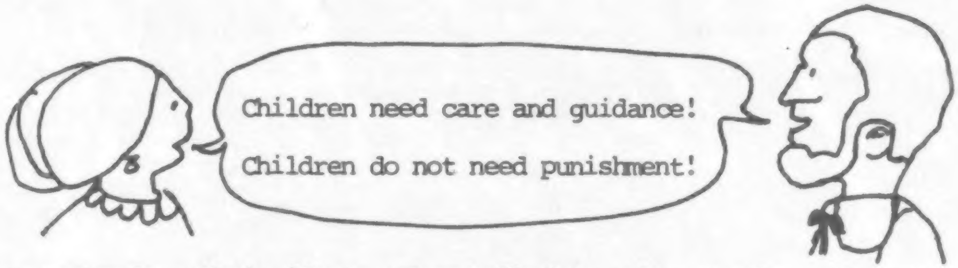
Student Hand-out

Lesson: 7

WHY DID JUVENILE LAWS BEGIN?

One of the things we did not have 100 years ago were laws and courts just for young people. In those days, any child over 7 could be accused of a crime and put in jail with adults. Young children also worked in dangerous jobs, like coal mines, cotton mills, and factories.

Some adults decided that it was wrong to punish children like adults. They said:


Children need care and guidance!
Children do not need punishment!

They wrote down their ideas. They talked to other people. At last a special law was passed. The law said that children should not be treated as criminals. The court should try to help and take care of children--not punish them. This was the start of juvenile law and juvenile courts.

Student Hand-out

Lesson: #7

THEN AND NOW

Many things have changed in the last 100 years. Today we have many different things that people did not have 100 years ago.

1. In the table below, list 5 or more things that we have today, but did not have 100 years ago.
2. Then mark a (+) if the new thing is helpful. Mark (-) if the new thing is harmful.

Things we have today that we did not have 100 years ago	Helpful? (+) Harmful? (-)
1.	
2.	
3.	
4.	
5.	

Student Hand-out

Lesson: 7

SPECIAL LAWS FOR JUVENILES

AN OPINION POLL

Some people think there should be special laws for children and juveniles. Other people think that special laws are wrong. Give your opinion.

If you agree, circle Yes.

If you disagree, circle No.

Be prepared to give reasons for your opinions.

1. You must be 16 years old to drive a car. Yes No
2. You must be 18 years old to vote in elections. Yes No
3. You must be 18 to sign a legal contract. Yes No
4. You must be 21 to drink alcohol. Yes No
5. You must be 16 to buy cigarettes. Yes No
6. You must be 16 to drop out of school. Yes No
7. You must be 16 to get married without your parents' consent. Yes No
8. You must be 16 to get sent to adult jail. Yes No
9. You must be 16 to get a sentence of life in prison. Yes No
10. Juveniles have the same rights as adults, so they should have the same punishments as adults. Yes No

Why? ______________________________

____

FIELD TEST COPY.

Thanks for your
evaluation!

Check one:
___ Decisions About Drug Use
___ Adolescent Development and Sexualit
___ Job Preparation
___ Juvenile Law

ADOLESCENT ISSUES PROJECT

LESSON EVALUATION

Lesson # ______ Your Name ______________________________

Your School ______________________________

Date ______________________

1. Did you enjoy this lesson? Yes No Why? ______________________

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2. Did the students enjoy this lesson? Yes No Why? ______________________

____

____

3. Did the lesson meet its objectives? Yes No Why? (Please address whether the activities should be changed or whether the objectives should be changed.) ______________________

____

____

4. What do you think the students got out of the lesson?

___ Facts ___ Practice with decision making

___ Self-reflection ___ Practice with communication skills ___ Exposure to new ideas

Other ____

____

____

5. Did the lesson address issues and/or skills which are relevant to your students?

Yes No Can you specify which issues and skills? ______________________

____

6. Was the "Instructor Introduction" in the lesson plan clear to you? Yes No

Please comment ____

____

Was it helpful? ____

____

7. Was the Instructor Guide helpful? Yes No Why? ______________

____

8. Were the Student Worksheets appropriate for your group? Yes No Why?(Please comment on reading level, conceptual level, organization of the lesson, etc., if it is relevant.) ________________________________

____

Did the students participate in the activities? Yes No Why? ______

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____

Can you specify any particular activity that you thought worked particularly well or poorly? ____

____

9. What would you like to change about this lesson? ______________

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10. Other comments ____

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11. Do you think that the class (lesson) evaluation was an important part of the lesson? Yes No Why? ________________________________

____

12. Please record your class' evaluation by indicating the number of votes for each category. Please include your own vote by writing your initials in the appropriate category.

Excellent	Good	Fair	Poor	Other

Lesson 8

Juvenile Laws and Adult Laws:
How are they different?

LESSON: Juvenile Laws and Adult Laws: How are they different? **NUMBER:** 8

MAJOR OBJECTIVES:
1. To understand the different purposes and responsibilities of juvenile vs. adult law.
2. To apply juvenile laws in a case study.

Time	Content and Activities	Instructional Materials
10	I. Teacher introduction	
	A. Review Lesson 8: How juvenile courts began.	
	B. Introduce the concept of age-related differences in the law, by using the Student handout on differences between teens and adults.	Student Handout "Teens and Adults"
	C. Introduce the terms: status offense, abuse, neglect, delinquent disposition, probation, and guide.	see Instructor Guide
30	II. Juvenile Laws and Adult Laws: How are they different?	
	A. Read the Student Handout.	Student Handout "Juvenile Laws and Adult Laws"
	B. Use review questions to make sure that students understand the basic terms and concepts.	see Instructor Guide
	C. Poll students on the following questions - as a group or using the Student Handout	Student Handout "Opinion Poll"

Lesson: Juvenile Laws and Adult Laws **Number:** 8

NOTE: This lesson contains a number of complex concepts related to the theory of juvenile law. Two things are important to remember in teaching the lesson. First, the information contained here refers primarily to the theory of juvenile law: to how juvenile law, courts, and consequences are supposed to work. The actual working of juvenile law and courts, as well as the suitability of juvenile court consequences, are topics for continued debate and examination. It will be very important to provide students with some experiences in facing the actual workings of the juvenile law system--either through a guest speaker, field trip or films. Future lessons deal with this issue.

Second, this lesson is designed as an orientation to juvenile law. There are many facts and concepts mentioned briefly. Students will probably not remember most of this information. Our goal has been to outline issues for further discussion, increase students' awareness of juvenile laws and courts, and provide some basic information. Be patient with yourself and your students; many of these concepts will be reviewed later. Remind students that we are trying to help them learn how to think about the role of law in their lives-not memorize specific facts about the juvenile law system.

I. Review. Lesson 8 described some of the reasons for the creation of a juvenile law system. In theory, the juvenile law system is designed to guide and protect children, rather than punish them for breaking laws. (We will discuss some of the limits in later lessons.) Therefore, there are some special situations which apply to juveniles

LESSON: Juvenile Laws and Adult Laws: How are they different - p.2 NUMBER: 8

Time	Content and Activities	Instructional Materials
	1. Is it fair for juveniles to be punished for status offenses?	
	2. Should juveniles have the same rights as adults?	
	3. Should juveniles face the same punishments as adults?	
	4. Do you think juvenile laws should be changed? How	
	III. Options:	
	A. Court cases: role-play a juvenile court hearing. Assign roles of lawyer, juvenile, judge (other roles: parent, witness, probation officer).	
	or B. Use the opinion poll to collect opinions from other students and teachers about juvenile laws. Find out how much they know about juvenile law, and what they think should be changed. (Can also be used as homework assignment.	
5	IV. Evaluate the lesson	
		Homework

Student Hand-out

Lesson: #8 - Juvenile Laws and Adult Laws

REMEMBER: When you turn 17 you are no longer a juvenile.

Teens & Adults

How Are They Different?

Put a (T) for statements you think are true, put an (F) for statements that are false. Discuss answers.

1. ______ Adults are bigger than teenagers.
2. ______ Adults are older than teenagers.
3. ______ Adults are smarter than teenagers.
4. ______ Adults hate disco music.
5. ______ A juvenile can get a drivers license.
6. ______ A juvenile can buy liquor.
7. ______ A juvenile can get a full-time job instead of going to school.
8. ______ Only an adult can be a parent.
9. ______ Adults get paid to play sports.
10. ______ A juvenile can vote in local elections.
11. ______ A juvenile can serve on a jury.
12. ______ A juvenile has the same legal rights as an adult.
13. ______ A juvenile's criminal record is destroyed when she or he is 18.
14. ______ A juvenile can be fined or sent to prison.
15. ______ An adult can get in trouble with the law for running away from home.

Lesson: Juvenile Laws and Adult Laws   Number: 8

ANSWER KEYS

1. F
2. T
3. F
4. T or F (Do adults hate disco music - opinion)
5. F
6. F
7. In most states, teens must be in school until age 16.
8. F
9. T
10. F
11. F
12. T (discuss) Truants can be brought into juvenile court.
13. A criminal record is not destroyed at age 18. The juvenile record is sealed. However, a judge can use prior juvenile court record, in deciding penalties in adult trial.
14. In most cases, False.
15. F

Review Questions

1. J
2. J & A
3. A (in rare cases, J also)
4. J
5. A
6. J & A

Student Hand-out

Lesson: Juvenile Laws and Adult Laws - #8

JUVENILE LAWS AND ADULT LAWS

HOW ARE THEY DIFFERENT?

Due process rights are the same for juveniles and adults. However, there are special laws that are only for juveniles. These laws are supposed to protect juveniles from being hurt by adults, or from getting into trouble with the law. They are also supposed to guide, or teach, juveniles how to keep out of trouble when they get to be adults.

Some teenagers and adults think it is wrong to have special laws for juveniles. Other people think it is right. As you read about special juvenile laws, you can decide for yourself.

SPECIAL LAWS

Teenagers and children sometimes have to go to court because they have:

1. been truant from school;
2. run away from home;
3. won't listen to their parents;
4. been abused or neglected by their parents;
5. have broken a criminal law (like stealing or using illegal drugs).

Adults usually go to court only if they have broken a criminal law or for civil cases.

Student Hand-out

Lesson: #8 (cont.) p. 2

Most cases with children or teenagers are handled by a judge in a private hearing. There is no jury. The trial is not open to the public. Sometimes there is a lawyer for the child and the parents too.

We will learn more about HOW juvenile court works, in the next 2 lessons.

SPECIAL CONSEQUENCES

If a juvenile is found to be delinquent, the judge will decide what to do. The judge can decide to:

1. place the delinquent on probation. This means he or she has to check in with a special court worker every day.
2. place the delinquent in a foster home or a group home, so he or she can get more help.
3. place the delinquent in a training school, to keep him or her off the streets and get some help.

The judge has the power to decide what to do in juvenile law cases. In most adult cases, the punishment is a fine, probation, or prison.

SERIOUS CRIMES

A juvenile can be treated like an adult if he or she has committed a serious crime, like murder. If this happens, the juvenile can be punished just like an adult. The record of

Student Hand-out

Lesson: Juvenile Laws and Adult Laws - #8

REVIEW

Here are some statements about law and the courts. Write (J) if the statement is true for juveniles. Write (A) if the statement is true for adults. Some statements are true for both juveniles and adults; write (JA) for them.

1. _____ They can be tried for running away from home.
2. _____ They have due process rights.
3. _____ They can be sentenced to life in prison.
4. _____ They can be placed in a foster home.
5. _____ They have a public jury trial.
6. _____ They can be tried for shoplifting.

THINGS TO THINK ABOUT

1. Do you think a juvenile delinquent should be sent to a special home to be taught how to get along, or should he or she be punished like an adult?

2. Should there be set consequences for juveniles, or should a judge have freedom to decide on different consequences for different juveniles?

3. Should there be public or private trials for juveniles?

4. Is capital punishment fair? Is it a good way to prevent crime? Should juveniles face the same consequence?

crimes committed by a juvenile is kept private by the court. I

an adult committed crimes when he or she was a juvenile, these can be used by a judge when she decides on a sentence.

The most severe consequence usually given to a juvenile is up to two years in a training school. The most severe penalty for an adult is life in prison, or (in some states) capital punishment.

Here are four special things to remember about juvenile law:

1. Juveniles can be in court for special reasons--like being neglected, abused, truant or a run-away.
2. Juvenile cases are heard by a judge, without a jury.
3. Juveniles have special consequences for being delinquent--like placement in a foster home.
4. A juvenile can be treated like an adult if he or she commits a serious crime.

Student Hand-out

Lesson: #8

OPINION POLL

1. Should juveniles have the same rights as adults? Why? ____________ ☐ YES ☐ NO

____

____

2. Should there be special laws for juveniles? ☐ YES ☐ NO

Why? ____________________

____

____

3. Should juveniles get the same punishments as adults? Why? ____________ ☐ YES ☐ NO

____

____

4. Should juveniles have public jury trials? ☐ YES ☐ NO

Why? ____________________

____

____

5. Juvenile laws should be changed. How? ☐ YES ☐ NO

____

____

____

____

Student Hand-out

Lesson: Juvenile Laws and Adult Laws (8)

COURT CASES

Here are two cases.

Decide if the person should be tried as a juvenile or as an adult. If you decide on a juvenile court case, discuss (or role-play) how the case would take place.

Case 1.

Robin is fifteen. She is accused of robbing an elderly lady at gunpoint. She has a long juvenile court record.

Case 2.

Michael is fourteen. He stole a car and took it for a ride. He is accused of being involved in an accident where a school child was hit and hurt. He has never been caught by the police.

Lesson: Juvenile Laws and Adult Laws (cont.) **Number:** 8

but not adults. Juvenile law applies to special cases like:

1. abuse and neglect of young people by their parents;
2. status offenses, like truancy or running away from home.

It also applies when juveniles have broken criminal laws.

I.C. A juvenile court judge gives a disposition, instead of a sentence (which is given in an adult court). Dispositions include probation, or placement in a foster home, group care, or training school.

JUVENILE LAWS VARY SOMEWHAT FROM STATE TO STATE. However, in theory, the primary orientation is protection and guidance--rather than punishment and rehabilitation.

II.A. Ask students if they remember the due process rights described in Lesson 6. It is important to review these so that students understand their rights in the eyes of the law.

SPECIAL LAWS.

Discriminate between criminal trials and civil trials. Adults are involved in criminal cases when they have broken a criminal law. They are involved in civil cases when one person has a complaint against another; a civil case may or may not involve breaking a criminal law.

SPECIAL CONSEQUENCES.

The usefulness and justice of juvenile institutions, like training schools, is a topic of continuous debate. These lessons are not intended to answer the debate about juvenile training schools.

Lesson: Juvenile Law and Adult Law (cont.) **Number:** 8

It might be helpful for students to research specific consequences for juvenile delinquents; to evaluate and suggest alternatives. Guest speakers may also be appropriate here.

In general, juvenile court judges have greater latitude in deciding on dispositions than do criminal court judges. This too is a topic for student debate.

II.C. Opinions about the fairness and usefulness of special juvenile laws vary. It is useful to ask students to reflect on these issues, especially on the rights and responsibilities of adults vs. juveniles. For example, students will often say that juveniles should have the same rights as adults, but not have to face the same punishments. It is important to help students examine the consistency of their opinions.

Check one:

___ Decisions About Drug Use

___ Adolescent Development and Sexualit

___ Job Preparation

___ Juvenile Law

ADOLESCENT ISSUES PROJECT

LESSON EVALUATION

Lesson # ______ Your Name ______________________________

Your School ______________________________

Date ______________________

1. Did you enjoy this lesson? Yes No Why? ______________________________

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2. Did the students enjoy this lesson? Yes No Why? ______________________________

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____

3. Did the lesson meet its objectives? Yes No Why? (Please address whether the activities should be changed or whether the objectives should be changed.) ______________________________

____

____

4. What do you think the students got out of the lesson?

___ Facts ___ Practice with decision making

___ Self-reflection ___ Practice with communication skills ___ Exposure to new ideas

Other ______________________________

____

____

5. Did the lesson address issues and/or skills which are relevant to your students?

Yes No Can you specify which issues and skills? ______________________________

____

6. Was the "Instructor Introduction" in the lesson plan clear to you? Yes No

Please comment ______________________________

____

Was it helpful? ______________________________

____

7. Was the Instructor Guide helpful? Yes No Why? ______________

____

8. Were the Student Worksheets appropriate for your group? Yes No Why?

Please comment on reading level, conceptual level, organization of the lesson, etc., if it is relevant.) ______________________________

____

Did the students participate in the activities? Yes No Why? ______

____

____

Can you specify any particular activity that you thought worked particularly well or poorly? ______________________________

____

9. What would you like to change about this lesson? ______________

____

____

10. Other comments ______________________________

____

11. Do you think that the class (lesson) evaluation was an important part of the lesson? Yes No Why? ______________________________

____

12. Please record your class' evaluation by indicating the number of votes for each category. Please include your own vote by writing your initials in the appropriate category.

Excellent	Good	Fair	Poor	Other

Lesson 9

Juvenile and Adult Courts:

How are they different? (cont.)

LESSON: Juvenile and Adult Courts: How are they different? **NUMBER: 9**

MAJOR OBJECTIVES:

1. To understand 4 differences between juvenile and adult court processes.
2. To apply these differences to a court case.

Time	Content and Activities	Instructional Materials
10	I. Teacher Introduction	
	A. Review differences between juvenile and adult laws, with emphasis on: (1) jurisdiction; (2) consequences; (3) goals of juvenile vs. adult laws.	Lesson 9 material for review
	B. Introduce the terms: hearing, trial, lawyer, jury, disposition, penalty.	
	C. Ask students to think about the differences between juvenile and adult court processes as they read. Ask them to think about these questions: Are juvenile courts fair to juveniles? Why or why not?	
20-25	II. Juvenile and Adult courts: How are they different?	
	A. Read the student handout individually or as a group.	Student Handout "Juvenile and Adult Courts"
	B. Compare juvenile and adult courts. Think about:	

Student Hand-out

Lesson: Juvenile and Adult Courts - # 9

JUVENILE AND ADULT
COURTS: HOW ARE
THEY DIFFERENT?

WHO?

Juvenile Court	Adult Court
1. Young people who have: :: been abused or neglected :: broken special juvenile laws :: broken criminal laws	1. Adults who are accused of breaking criminal laws.
2. A judge listens to the case at a private hearing. There is no jury.	2. Public trial.
3. A lawyer helps protect the rights of the juvenile, and the parents. Sometimes the lawyer tries to prove his or her client is not guilty. Other times, the lawyer suggests a fair consequence for the juvenile.	3. Lawyer to defend the accused. A person can choose to defend him or herself.
4. A lawyer for the state is also at the hearing.	4. Lawyer to prosecute for the state is also present.

Student Hand-out

Lesson: #9 (cont.) page 2

WHAT?

Juvenile Court	Adult Court
1. The hearing is private. There is no public jury trial.	1. The trial is public. An adult can request a jury trial or only have a judge. In some states, TV cameras are allowed in the court room.
2. A judge listens to the facts and decides innocent or guilty and the penalty.	2. The jury decides innocent or guilty; the judge decides the penalty.

WHAT ABOUT RECORDS?

Juvenile Court	Adult Court
1. A written record is kept of all that happens (due process right).	1. Written records are kept.
2. If the juvenile is found delinquent, a record is kept sealed so that other people cannot see it. But the record of crimes can be used later by a judge.	2. A criminal record stays open during an adult's life. It is always with him or her.

Time	Content and Activities	Instructional Materials
	1. the power of the judge in each court;	
	2. the consequences available to the judge in each court;	
	C. Ask students to evaluate each court. If they were accused of a crime, which court would they want to be tried in? Why?	
15-20	III. Case Study	
	A. Read the court case.	Student Handout "Court Case"
	B. Discuss or role-play how it would be handled in a juvenile court. Assign roles and reach a decision. Remember to have two hearings: a private hearing to find facts, and a dispositional hearing to decide a consequence.	
	C. Rate the court process for fairness and due process rights.	
5	IV. Evaluate the class.	see Procedural Manual

Student Hand-out

Lesson: # 9

THE COURT CASE

1. Eric is fourteen years old. He has been in trouble with the the law for truancy and running away. One night he is hanging out with some friends at the park. They hear a police siren and decide they better leave the park before they get stopped.

A block away, the police car stops Eric. He is accused of vandalizing a nearby school by writing on the walls with spray paint. Eric says he didn't do it.

Role-play what happens when Eric comes before the juvenile court judge at a hearing.

A. Role play the fact-finding hearing.
The people at the hearing are:

1. the judge: he or she wants to get tough with delinquents.
2. Eric's father: thinks Eric is innocent.
3. The police officer: thinks Eric is guilty.
4. Eric's lawyer: thinks Eric needs help.
5. state lawyer: wants Eric put in a group home.

B. Role-play the hearing. The judge should decide if Eric is guilty or innocent. If he is guilty, the judge decides on a fair consequence. Other students should rate the process for fairness.

Lesson 10

Steps in the Juvenile Court Process

LESSON: Steps in the Juvenile Court Process NUMBER: 10

MAJOR OBJECTIVES:
1. To learn the basic steps involved in the juvenile court process;
2. To apply the steps in juvenile court process to a case.

Time	Content and Activities	Instructional Materials
10	I. Teacher Introduction	
	A. Review major differences between juvenile and adult courts.	Lesson 10
	B. Ask students what they think happens when a juvenile is arrested and accused of committing a crime. (Use TV or newspaper stories or stories they have heard.)	See Instructor Guide
	C. List the events generated by students on the board.	See Procedural Manual: "Around My Way"
	D. Introduce words to watch: process; detention; counselor	See Instructor Guide
20	II. Juvenile court process: Flow chart	
	A. Read through the case of "Sally B. and the Bracelet"	See student handout: "Sally and the Bracelet"
	B. Use the flow chart to reveiw the steps in the juvenile court process.	see student handout

FIELD TEST COPY

Student Hand-out

Lesson: Lesson 9

REVIEW QUESTIONS

Here are some statements about juvenile and adult courts.

Write "Yes" if the statement is true for the court.

Write "No" if the statement is not true.

One line has been filled in for you.

	Juvenile	Adult
1. Hears cases of truancy.	Yes	No
2. Accused has the right to a lawyer.		
3. Trial is public.		
4. A jury hears the facts and decides.		
5. A judge hears the facts and decides.		
6. Writen record is kept of all that happens.		
7. Criminal record stays open.		

THINGS TO THINK ABOUT

1. Is is fair for a juvenile case to be heard in private, with only a judge and a lawyer in the room? Why or why not?
2. Do you think juveniles should have jury trials. Why or why not?
3. Do you think juveniles should serve on juries. Why or why not?
4. If you were accused of a crime, would you rather come to a juvenile court or an adult court? Why?

Thanks for your
evaluation of
lesson 9 !

ADOLESCENT ISSUES PROJECT

LESSON EVALUATION

Check one:

___ Decisions About Drug Use
___ Adolescent Development and Sexualit
___ Job Preparation
___ Juvenile Law

Lesson # ______ Your Name ______________________________

Your School ______________________________

Date ______________________

1. Did you enjoy this lesson? Yes No Why? ____________________

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2. Did the students enjoy this lesson? Yes No Why? ____________________

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____

3. Did the lesson meet its objectives? Yes No Why? (Please address whether the activities should be changed or whether the objectives should be changed.) ______________________________

____

____

4. What do you think the students got out of the lesson?

___ Facts
___ Practice with decision making
___ Self-reflection
___ Practice with communication skills
___ Exposure to new ideas

Other ____

____

____

5. Did the lesson address issues and/or skills which are relevant to your students?

Yes No Can you specify which issues and skills? ____________________

____

6. Was the "Instructor Introduction" in the lesson plan clear to you? Yes No

Please comment

Was it helpful?

7. Was the Instructor Guide helpful? Yes No Why?

8. Were the Student Worksheets appropriate for your group? Yes No Why?

Please comment on reading level, conceptual level, organization of the lesson, etc., if it is relevant.)

Did the students participate in the activities? Yes No Why?

Can you specify any particular activity that you thought worked particularly well or poorly?

9. What would you like to change about this lesson?

10. Other comments

11. Do you think that the class (lesson) evaluation was an important part of the lesson? Yes No Why?

12. Please record your class' evaluation by indicating the number of votes for each category. Please include your own vote by writing your initials in the appropriate category.

Excellent	Good	Fair	Poor	Other

Lesson: Steps in the Juvenile Court Process **Number:** 10

I.B.

This lesson presents a very simplified sequence of steps that are typical of juvenile court procedures. The goal of the lesson is not to detail the juvenile court process; rather, it is to help students become aware of what is supposed to happen to a juvenile who gets in trouble with the law. The second objective of the lesson is to apply these steps to a case study--in order to review the steps as well as review juvenile rights in the light of due process. The lesson also introduces the roles of juvenile court personnel. (See Lesson 12)

I.D.

Words to watch

a. process; in law, process means the steps by which a person accused of a crime is found innocent or guilty.

b. detention: keeping a juvenile in a court institution until a hearing before a judge. This is usually done if the police think the juvenile may be dangerous or may run away before the hearing. Root word: detain.

c. counselor: someone who works at juvenile court and is supposed to help the judge make a decision by finding out about the juvenile, his or her family, and the help he or she needs.

II.B.

There are several points along the process where a police officer or a judge has to make a decision about the juvenile's case. The first is after the arrest: if there is enough evidence for a hearing the juvenile will be held in detention, or released to his/her parents, until the hearing before a judge. The second is after the initial

LESSON NUMBER: 10

Time	Content and Activities	Instructional Materials
	-- Point out the decision-points in the process.	
	-- Ask students to rate the fairness of the juvenile court process as it is described in the student handout materials.	see Instructor Guide
20	III. Case Study	
	Use the case study ("Bill and the Broken Window") to review the steps in the juvenile court process.	see student handout: "Bill and the Broken Window"
	Options:	
	A. Finish filling in a flow chart like the one used above by deciding the case and a consequence; or	
	B. Role-play the juvenile court process. Try to include the following roles: Bill; Mr. Evans (custodian); juvenile court judge; lawyer for Bill; court counselor; (other roles: parents, police officer)	student handout "Bill and the Broken Window"
5	IV. Evaluate the class	see Procedural Manual

Thanks for
your
evaluation!

Lesson: Steps in the Juvenile Court Process (cont) **Number:** 10

hearing. If there is not enough evidence, the juvenile may be released. The third is at a dispositional hearing, ("third hearing" in student handout) when the judge decides on a consequence. One possible consequence is release to parents, or probation officer. It is good to review each of these decision points for two reasons: first, the behavior of the juvenile can alter the decisions made.

Second, a great deal of power is given to judges, counselors and probation officers in the juvenile court process. It is good to ask students to think about this system: is it fair to juveniles? What are the alternatives? Role-playing the process will help facilitate discussion and evaluation of fairness issues.

Student Hand-out

Lesson: 10--Steps in the Juvenile Court Process

SALLY B. AND THE BRACELET

The Case: Sally Browning was stopped as she left a department store. She had a bracelet in her pocket that still had a price tag on it. Sally said she had bought it yesterday and lost the sales slip. The owner said she stole it. He tells the store detective to hold Sally and call the police.

Here are the steps that happen next:

1. ARREST: When the police come, they talk to the store owner. If they think there is enough reason to hold Sally, they will place her under arrest. They ask Sally her name, age, and address. They tell Sally her rights and take her to the juvenile court or a police station.

2. INTAKE: A police officer asks Sally more questions. She does not have to answer. Sally can call her mother. The police can let Sally go home or keep her in detention until her hearing.

3. DETENTION: If Sally has a court record, the police may keep her in detention. Then she is given a room and some clothes. She will stay in detention until her first hearing.

FIELD TEST COPY.

Student Hand-out

Lesson: 10 (cont.)

4. JUVENILE COURT HEARING: A juvenile court judge hears the case. Sally can plead guilty or not guilty. If Sally pleads not guilty, there will be another hearing. Sally may or may not be kept in detention. If Sally pleads guilty, the judge will decide what consequence to give her. Sally can have a lawyer at this hearing.

5. JUVENILE COURT HEARING: Sally's lawyer will give facts to show Sally is not guilty. A court lawyer can call witnesses and give facts to show Sally is guilty. The judge listens to everything. He makes a decision.

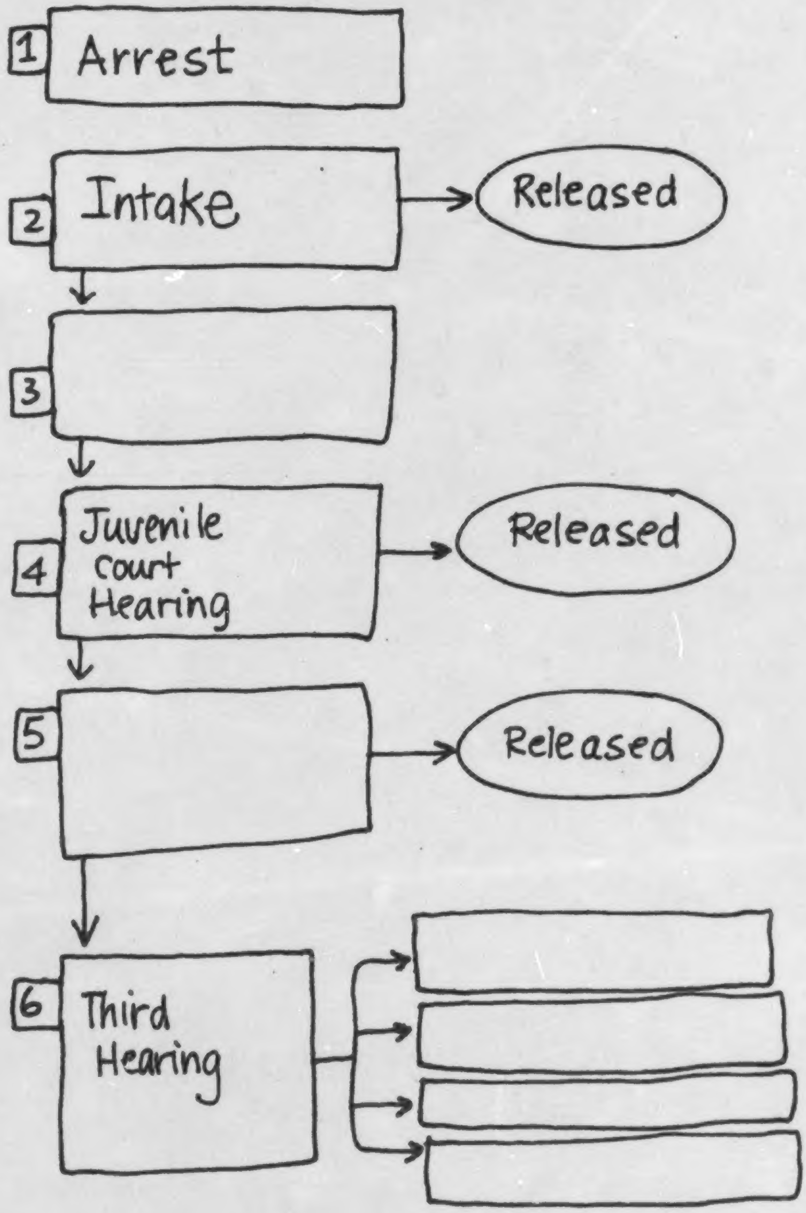
6. THIRD HEARING: If Sally is found guilty, there is a third hearing. The judge decides what consequence to give Sally. A counselor can give the judge some help in deciding what is the best consequence for Sally.

Student Hand-out

Lesson: 10

STEPS IN THE JUVENILE COURT PROCESS

Here are the steps in the case of Sally B. Go through her case again and fill in the empty boxes.



Student Hand-out

Lesson: 10

BILL AND THE BROKEN WINDOW

The Case: Bill liked to hang out behind the school. The school custodian, Mr. Evans, was alwasy chasing Bill and his friends away from the school. Sometimes Bill gave Mr. Evans a hard time.

One morning, Mr. Evans found 2 broken windows in the back, where Bill hung out. He called the police. He said that Bill had broken the windows. The police picked Bill up and took him to juvenile court. Since Bill had a record for truancy, they kept him in detention. The next week he had a hearing.

WHAT DO YOU THINK HAPPENED NEXT? YOU DECIDE

Check one:
___ Decisions About Drug Use
___ Adolescent Development and Sexualit
___ Job Preparation
___ Juvenile Law

ADOLESCENT ISSUES PROJECT

LESSON EVALUATION

Lesson # ______ Your Name ______________________________

Your School ______________________________

Date ____________________

1. Did you enjoy this lesson? Yes No Why? ____________________

____

____

2. Did the students enjoy this lesson? Yes No Why? ____________________

____

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3. Did the lesson meet its objectives? Yes No Why? (Please address whether the activities should be changed or whether the objectives should be changed.) ____________________

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4. What do you think the students got out of the lesson?

___ Facts ___ Practice with decision making

___ Self-reflection ___ Practice with communication skills ___ Exposure to new ideas

Other ____

____

____

5. Did the lesson address issues and/or skills which are relevant to your students?

Yes No Can you specify which issues and skills? ____________________

____

6. Was the "Instructor Introduction" in the lesson plan clear to you? Yes No

Please comment

Was it helpful?

7. Was the Instructor Guide helpful? Yes No Why?

8. Were the Student Worksheets appropriate for your group? Yes No Why?
Please comment on reading level, conceptual level, organization of the lesson, etc., if it is relevant.)

Did the students participate in the activities? Yes No Why?

Can you specify any particular activity that you thought worked particularly well or poorly?

9. What would you like to change about this lesson?

10. Other comments

11. Do you think that the class (lesson) evaluation was an important part of the lesson? Yes No Why?

12. Please record your class' evaluation by indicating the number of votes for each category. Please include your own vote by writing your initials in the appropriate category.

Excellent	Good	Fair	Poor	Other

Lesson 11

Jobs in the Juvenile Court

LESSON: Juvenile Law: Jobs in the Juvenile Court **NUMBER:** 11

MAJOR OBJECTIVES:

1. To recognize jobs, responsibilities and qualifications of people involved in the juvenile court system.
2. To practice taking on different roles in a court case.

Time	Content and Activities	Instructional Materials
5	I. Review Lesson 11 (steps in the juvenile court process)	
	A. Ask students to name the steps in the juvenile court process.	See Lesson 11
	B. Ask students to name some jobs they remember.	
	C. Tell students the goal of this lesson is to learn more about each of the jobs, and to practice taking on different roles in the juvenile court process.	
20	II. Jobs in the Juvenile Court	See Instructor Guide
	A. Read the student hand-out.	Student hand-out: "Jobs in the Juvenile Court"
	B. Ask students what kinds of qualifications they think are importan for each job; include education, interests, skills.	see Instructor Guide
20	III. A Case Study: Sammy the Disco King	
	A. Read the case study as a group	Student Handout
	B. Pass out Job Descriptions cards	Student Handout
	C. Use the case study and job description cards to role-play the court case. The judge must come to a decision about:	See Instructor Guide

INSTRUCTORS' GUIDE

Lesson: Jobs inthe Juvenile Court **Number:** 12

I.C. Throughout this curriculum, we have chosen to emphasize social thinking skills, rather than factual material. In lesson 12, the major objectives concern the ability to look at a problem (or situation) from several different perspectives. The judge, attorneys, social worker, parents, and juvenile will all have somewhat different views of the same process. The role-play activities and the descriptions of job responsibilities are both intended to help students think about making decisions from several different perspectives.

II.B. Throughout the Adolescent Decisions curriculum, we make reference to related jobs. The "educational qualifications" part of this exercise is probably most valuable for groups of students who have a good probability of completing high school educations and/or continuing on to university. The other parts of this exercise will help students make more accurate inferences about adults with whom they may become involved in the juvenile court system.

III.B. The Job Description cards are intended to help students focus on specific aspects of the job, and to create possible dialogues between players in the situation. The final task in this section asks students to reach two decisions: the first is the disposition or judgment of guilt and innocence; the second is the imposition of a consequence. Juvenile court workers make these kinds of decisions many times each day. Therefore, we believe it is important for juveniles to practice seeing the world through the eyes of a court worker.

LESSON NUMBER: 11 (Jobs in the Juvenile Court)

Time	Content and Activities	Instructional Materials
	1. a verdict (guilty or innocent)	
	2. a consequence or punishment	
10	IV. Reflect on the role-play exercise.	See Instructor Guide
	A. Ask students if the roles seemed realistic.	
	B. Ask students if the judge's verdict was fair.	
	C. Ask students if the judge's consequences were fair.	
	D. Discuss alternative ways to deal with the problem of Sammy the Disco King. (Use 5-step model.)	See Procedural Manual
	E. Should Sammy's parent be involved? Yes or no? Why	
	V. Evaluate the lesson	See Procedural Manual Please complete Evaluation forms.

INSTRUCTORS' GUIDE

Lesson: Jobs in the Juvenile Court (cont.) **Number:** 12

IV. The major objective for the role-play is to help students practice looking at and talking about, a social situation from more than one perspective. The second goal is to provide practice in evaluating the juvenile court process. The third is to begin to talk about broad social issues, like fairness, the responsibilities of parents and juveniles, etc.

thanks for your
evaluation !

Student Hand-out

Lesson: Jobs in the Juvenile Court - #12

JOBS IN THE JUVENILE COURT

1. Clerk. The clerk's job is to "swear in" witnesses. A witness promises, or swears, that he or she is telling the truth. If the witness breaks that promise, then he or she can be in trouble with the court.

2. Court Reporter. The job of the reporter is to keep a record of everything that happens during a trial or hearing. Sometimes clerks use a tape recorder, or a special kind of typewriter. Courts keep a record so parents or children can go back and check what happened if they think something was unfair.

3. Court lawyer. Sometimes an attorney will only represent the state. Then she will try to prove that the juvenile did commit a crime and needs help.

4. Defense lawyer. If there is a court attorney, then the juvenile has the right to his or her own lawyer. This lawyer tries to prove the juvenile is innocent,and the charges should be dropped.

Sometimes there is just one attorney, who is supposed to protect the rights of the juvenile.

5. Social Worker. The social worker talks to the juvenile's family and court staff. He tries to decide which kind of help the juvenile (and family) need. The report of the social worker will often be used when the judge makes a decision about the case.

Student Hand-out

Lesson: #12 (cont.)

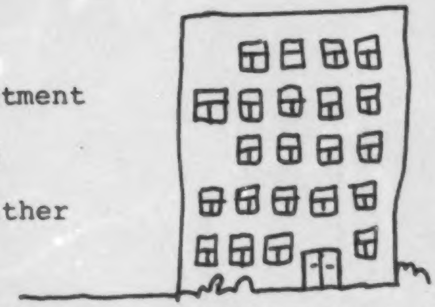
6. Witnesses. Witnesses do not get paid by the court. They only come in to tell their story, if they are needed. The lawyers can ask questions. In juvenile court, the judge also asks questions.

7. Judge. The judge listens to all the testimony. Then she must decide if the juvenile is innocent or guilty. The judge also sets a punishment, or consequence. She must be sure that everything is fair.

Student Hand-out

Lesson: #12

THE CASE OF
SAMMY THE DISCO KING



Sammy is 15 years old. His apartment is upstairs from Mr. Lincoln, who is 55 years old. Sam lives with his father and his sister, who is 8 years old.

Sam's father works nights. Sam likes to listen to his tapes at night. One night a friend comes over. They start listening to the tapes. They turn the music up real loud because they like it so much.

Downstairs, Mr. Lincoln gets real mad. He has asked Sam a few times to keep the music down. Now he decides to call the police. He says:

> I can't sleep because of the noise! This is the third time I have complained. I want Sam out of that house. I want him put in detention!

When the police come, they give Sam a summons. Other people have complained about Sam's loud music, so Sam has to come to juvenile court. His father has to come, too. Sam is charged with disturbing the peace. Sam's father comes to court with Sam.

Lesson: #22 (cont.)

JOB DESCRIPTIONS FOR ROLES
In
THE CASE OF SAM THE DISCO KING

THE CLERK. Your job is to swear in the witnesses called by the lawyers. If there is any evidence, you must hold onto it for the judge.

THE COURT REPORTER. Your job is to take down what is said at the juvenile court hearing. Use a tape recorder if you can. If not, try to take down notes as carefully as you can. Read your notes back at the end; or play the tape!

COURT LAWYER. You must prove that Sammy did play the music too loud and did not turn it down when Mr. Lincoln asked. You also think Sam should be placed in foster care. You can talk to Sammy and the social worker before the trial.

DEFENSE LAWYER. Your job is to defend Sammy and his dad. You think Sam should stay at home. Try to find other ways that Sammy has been helpful around the apartment, in school, in the neighborhood; other solutions to the problem (earphones, etc.). Talk to the social worker, Sammy's father and to Sammy.

SOCIAL WORKER. You follow up on reports of delinquent kids or cases of neglect. You talk to kids and parents, about getting help for themselves. When Sammy was charged with disturbing the peace, you called and talked to his father. You found out the father works nights and sleeps most of the day. You will

Lesson: #22 (cont.)

make recommendations about Sammy, his sister and father during the court hearing.

WITNESSES.

MR. LINCOLN, THE NEIGHBOR. You have lived in your apartme for 12 years and never complained about noise. But his was too much! And Sammy often has friends over to listen until midnight. If Sammy's father were home more or were married this would not have happened. You think Sam should be taken away from his father.

SAMMY'S SISTER, EVA. You are eight years old. Sammy takes care of you. You think he does really well and he doesn't get into that much loud music. You think Mr. Lincoln hates kids.

THE JUDGE. You have to make sure the whole thing is fair. You listen to all the testimony. You make sure lawyers do not speak unfairly to witnesses. You must decide:

1. Is Sammy guilty?
2. Should Sammy's father help pay damages?
3. Should Sam be placed in a foster home?

SAM. You have to tell your story. The lawyer will ask questions about what you do while your father works. The lawyer will also ask about what happened on the night Mr. Lincoln called the police.

SAM'S FATHER. You work nights. You think your son does a good job helping with his sister. You think Mr. Lincoln is a kind of crank who complains too much.

thanks for your
evaluation!

Check one:

- ___ Decisions About Drug Use
- ___ Adolescent Development and Sexualit
- ___ Job Preparation
- ___ Juvenile Law

ADOLESCENT ISSUES PROJECT

LESSON EVALUATION

Lesson # ______ Your Name ______________________________

Your School ______________________________

Date ____________________

1. Did you enjoy this lesson? Yes No Why? ____________________

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2. Did the students enjoy this lesson? Yes No Why? ____________________

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3. Did the lesson meet its objectives? Yes No Why? (Please address whether the activities should be changed or whether the objectives should be changed.) ____________________

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4. What do you think the students got out of the lesson?

___ Facts ___ Practice with decision making

___ Self-reflection ___ Practice with communication skills ___ Exposure to new ideas

Other ______________________________

____

____

5. Did the lesson address issues and/or skills which are relevant to your students?

Yes No Can you specify which issues and skills? ____________________

____

6. Was the "Instructor Introduction" in the lesson plan clear to you? Yes No

Please comment

Was it helpful?

7. Was the Instructor Guide helpful? Yes No Why?

8. Were the Student Worksheets appropriate for your group? Yes No Why?
Please comment on reading level, conceptual level, organization of the lesson, etc., if it is relevant.)

Did the students participate in the activities? Yes No Why?

Can you specify any particular activity that you thought worked particularly well or poorly?

9. What would you like to change about this lesson?

10. Other comments

11. Do you think that the class (lesson) evaluation was an important part of the lesson? Yes No Why?

12. Please record your class' evaluation by indicating the number of votes for each category. Please include your own vote by writing your initials in the appropriate category.

Excellent	Good	Fair	Poor	Other

Lesson 12

Juvenile Court: Does It Work?

LESSON: Juvenile Court: Does it work? **NUMBER:** 12

MAJOR OBJECTIVES:

1. To evaluate the ways in which juvenile court fails to protect the rights of juveniles.
2. To think about alternatives to present juvenile court procedures.

Time	Content and Activities	Instructional Materials
	I. Review and introduction	
	A. Review lesson 12: ask students to list some jobs and responsibilities in juvenile court.	see Lesson 12
	B. Tell students that juvenile courts are supposed to protect the rights of juveniles.	
	C. Ask students if they can think of some "helpful" things or relationships in our lives that may go wrong and cause trouble (cars, washing machines, friendships, teachers, game plans in sports, etc.) List these. These will be used as concrete examples for understanding Juvenile Court (theory *vs*. practice).	see Instructor Guide
	D. Tell students that this lesson will focus on how juvenile court judge's opinions can affect his/her decisions.	
	E. Introduce (review) terms: opinion, decision	

Check one:
___ Decisions About Drug Use
___ Adolescent Development and Sexualit
___ Job Preparation
___ Juvenile Law

ADOLESCENT ISSUES PROJECT

LESSON EVALUATION

Lesson # ______ Your Name ____

Your School ____

Date ______________________________

1. Did you enjoy this lesson? Yes No Why? ____________________

____

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2. Did the students enjoy this lesson? Yes No Why? ____________________

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____

3. Did the lesson meet its objectives? Yes No Why? (Please address whether the activities should be changed or whether the objectives should be changed.) ____

____

____

4. What do you think the students got out of the lesson?

___ Facts ___ Practice with decision making

___ Self-reflection ___ Practice with communication skills ___ Exposure to new ideas

Other ____

____

____

5. Did the lesson address issues and/or skills which are relevant to your students?

Yes No Can you specify which issues and skills? ____________________

____

6. Was the "Instructor Introduction" in the lesson plan clear to you? Yes No

Please comment

Was it helpful?

7. Was the Instructor Guide helpful? Yes No Why?

8. Were the Student Worksheets appropriate for your group? Yes No Why?
Please comment on reading level, conceptual level, organization of the lesson, etc., if it is relevant.)

Did the students participate in the activities? Yes No Why?

Can you specify any particular activity that you thought worked particularly well or poorly?

9. What would you like to change about this lesson?

10. Other comments

11. Do you think that the class (lesson) evaluation was an important part of the lesson? Yes No Why?

12. Please record your class' evaluation by indicating the number of votes for each category. Please include your own vote by writing your initials in the appropriate category.

Excellent	Good	Fair	Poor	Other

Student Hand-out

Lesson: #12

PROBLEMS WITH JUVENILE COURT (page 2)

Now you know some of the problems with juvenile court. Think about the case you read before ("A Juvenile Thief"). Discuss Frank's problem. Use the 5 Steps to think of new ways to help Frank and his parent. Don't forget the victim, too.

List some decisions you would make if you were a juvenile court judge hearing Frank's case. How are they different from the decisions you read about?

Student Hand-out

Lesson: #12

PROBLEMS WITH JUVENILE COURT

Juvenile court does not always work the way it is supposed to work. Here are some problems with the juvenile courts.

1. There are too few courts and judges. Young people sometimes have to wait a long time to get into court. Lawyers don't have enough time to really make a good case. Judges have to hurry and make decisions. When people hurry, they sometimes make mistakes and poor decisions.

2. There is not enough money. Parents sometimes don't have enough money to hire a good lawyer. There is not enough money to hire workers. There is not enough money for places that can help (like special job programs, schools or homes).

3. Judges need more training. Some juvenile court judges have not been trained to understand teenagers, families, what is going on in their communities, and the special problems they have. There is not enough time or money to train judges.

4. Different judges have different opinions. Some judges think young people just need help. Other judges think they need to be punished, like adults. Each judge can make a different decision about what to do with a juvenile offender. There is no jury, and juvenile laws are sometimes confusing. There are special laws for juveniles. Some people think these things should be changed.

Student Hand-out

Lesson: #12

JUVENILE THIEF
(a case)

THE CASE:

Frank Jones was caught stealing a purse from a lady in the park. There were two witnesses. Frank lives with his mother; his father left them when Frank was 3. Now he is fourteen. Frank has been to juvenile court twice before. The judge finds Frank guilty. Now it is time to decide what the consequences should be.

THE JUDGES:

Here are three judges. Each one has a different opinion about juvenile court. Read each judge's opinion. Then read the decisions on the next page. Match each judge with a decision, by writing the number.

1. Judge Haso.

I have four children. The best place for kids is with their families. Sometimes families need some extra help. We should help families keep their kids.

2. Judge Ackerman.

Sometimes teenagers can be too much for their parents. They need special places where they can get lots of help like education and counseling. Sometimes the home is not the best place.

Student Hand-out

Lesson: #12

JUVENILE THIEF (page 2)

3. I'm Judge Taft. Last summer my wife got her purse stolen. I think kids get away with too much. I need to protect people from kids who steal. If they haven't learned by now, the court can't help them learn.

THE DECISIONS

Here are four decisions. Put the number of the judge beside the decision you think he or she will make. There is one "extra" decision.

☐ "I decide to let Frank go with a warning, and encourage him to stay in school and work harder."

☐ "I decide to put Frank on probation. He will go to a counselor each week, with his mother."

☐ "I decide to place Frank in a group home, so he can get some help every day." (This is a tough one!)

☐ "Frank needs to be punished. I decide to place Frank in a State School where he'll know what it feels like to be in jail. That way he will be off the streets. Maybe he can learn something there."

Student Hand-out

Lesson: #12

OPINION POLL

Here are some questions that everyone has an opinion about. Please fill out the poll. Don't share your opinions with anyone else.

My favorite food is ____________________

My favorite dessert is ____________________

My favorite movie is ____________________

My favorite color is ____________________

My favorite song is ____________________

My favorite sport is ____________________

My favorite team is ____________________

My favorite TV show is ____________________

My favorite activity after school is ____________________
____

My favorite activity on weekends is ____________________
____

My favorite place to go is ____________________

My favorite relative is ____________________

My favorite type of animal is ____________________

Student Hand-out

Lesson: #12

DECISION POLL

Here are some activities that teenagers often like to do. When you have a choice, which activities do YOU decide to do? Make sure you choose ONLY ONE ACTIVITY in each group.

1. If I choose a snack, I choose:
    a. a sub
    b. fruit
    c. cookies
    d. candy
    e. cabbage

2. If I have money to spend I buy:
    a. a disco tape
    b. a rock record
    c. a sports magazine
    d. a movie ticket

3. After school, I decide to:
    a. play basketball
    b. watch TV
    c. ride bikes
    d. visit friends
    e. read
    f. sleep
    g. other ______________________________

I.C. This lesson points up the differences between the theory of juvenile courts, and the practice. There are many ways in which the juvenile court process fails to help juveniles; there are many opinions about the changes that should be made in the juvenile court system.

This lesson has a general goal of introducing students to the processes of evaluating how something works, and suggesting alternative solutions. (See Procedural Manual: Five Steps). It does not deal with a broad range of aspects of juvenile court; rather, it focuses on one aspect: the role of opinions in affecting judicial decisions.

To introduce this problem students should first talk about or brainstorm, some common things in their lives that are supposed to be helpful but sometimes fail--thereby causing new problems. Bikes, appliances (like can openers, washing machines), flashlights, batteries, cars, watches are all examples of objects whose failure causes problems. It is important to mention relationships in this exercise, too: friendships, teacher-student, family relationships all sometimes fail to meet our expectations. These "failures" cause disappointment, and require alternative solutions.

I.E. Opinions are hard to define. The dictionary uses terms like judgment, preference, or feeling--based on some kind of evidence but not the same as a fact. It is helpful to use examples to contrast opinions, and facts: "I like his new bike" vs. "His new bike is red."

A decision usually involves some action. In this way, it is also different from an opinion. "I like Smith better than Gibson for mayor" is an opinion. A vote for Smith, instead of Gibson, is a decision. Although we don't always act on our decision, it seems helpful to speak of decisions in the context of choosing a particular action.

II.A. Opinions and Decisions

Again, it is helpful to start with concrete, familiar and somewhat more neutral examples of how opinions affect decisions (or behavior). The decision to eat a particular lunch, or go to a particular movie, or buy a particular record--all hinge on our opinions about food, movies, and music. This kind of connection can be applied to social issues like voting, or judicial decisions. Emphasize that judges are supposed to make decisions not based on their opinions. However, the juvenile court system does not build in many safeguards against the all-too-human likelihood that decisions are affected by experiences and opinions.

III.B. Role-play

The opinion of each judge can be read aloud. However, it is more fun to role-play the judges: state opinions, state other views, and then state a decision.

IV.C. Brainstorm

The goal of this exercise is to practice brainstorming alternative solutions, using a case study for a basis. Specific alternatives (existent and hypothetical) to current juvenile court practices, are described in subsequent lessons. The practice at this point will help students use further lessons on alternatives.

LESSON NUMBER: 12

Time	Content and Activities	Instructional Materials
	II. Opinions and Decisions	
	A. Tell students that this exercise will help them find out how their opinions will change their decisions.	see Instructor Guide
	B. Complete the OPINION POLL individually.	student handout: OPINION POLL
	C. Complete the DECISION POLL individually as well.	
	D. Compare the different opinions among the class. Then compare the decisions that were made.	student handout: DECISION POLL
	III. Case Study: Juvenile Thief	
	A. Read the case study: "Juvenile Thief"	student handout "Juvenile Thief" (a case)
	B. Read each judge's opinion about the purpose of juvenile court.	
	C. Match the judge with his/her decision.	see Instructor Guide
	D. Discuss the different decisions. Focus on: Was each decision fair? Which decision was the best decision? Should a judge's opinions determine his/her decisions? Why? Why not? Did each decision help Frank? the victim?	

LESSON NUMBER: 12

Time	Content and Activities	Instructional Materials
	IV. Alternative Solutions	
	A. Use the case study ("Juvenile Thief")	student hand-out: "Problems with Juvenile Court"
	B. Read the student handout: "Problems with Juvenile Court"	
	C. Brainstorm alternative solutions to Frank's case ("Juvenile Thief"). Be sure to discuss the fairness (in light of due process rights) of each solution.	see Instructor Guide. See Lesson
	V. Evaluate the class.	see Procedural Manual

Lesson 13:

Dealing With Problems: Negotiation Strategies

LESSON: Juvenile Law: Dealing with problems **NUMBER:** 13

MAJOR OBJECTIVES:

1. To introduce the concept, negotiation, as a way of understanding how people solve problems with others.
2. To recognize and evaluate different negotiation strategies through case studies.

Time	Content and Activities	Instructional Materials
	I. Introduction: What does the word negotiate mean?	
	A. Ask students if they have heard the word negotiate. Write down what they say. Ask for examples--baseball strike, hostages, TV shows?	
	B. Provide other words that hhave similar meanings. Suggestions: "make a deal" "cooperate" "Compromise" "talk" others?	
	II. Case Studies.	
	A. Introduction. Teenagers sometimes find themselves in difficult situations, with peers and adults. There are lots of different negotiation strategies to use in a difficult situation. The	See Procedural Manual: "Negotiation Strategies"

Student Hand-out

Lesson: Negotiation Strategies (13)

CASE STUDIES: Adults

1. THE STREET CORNER

Cindy is hanging out with some friends by the corner store. They always hang there and usually there is no problem. But last week two kids got in a fight and the police came. Today the store owner comes out and asks the kids to leave.

Cindy: You want to stay on the corner, because there are not too many places to go and you think your friends won't cause any trouble.

Store Owner: You like the kids, but you don't want the police around anymore. You want the kids to leave now and find someplace else to go.

(Optional roles): Other kids in the group, and/or a customer in the store.

2. SKIPPING SCHOOL

Sam doesn't skip school too often. But every time he does, his mother finds out and she gets in trouble. Today he skipped again. At lunch time, the principal goes out to get a sandwich and sees him in the store. She threatens to tell Sam's mother again. Cindy knows his mother said the next time he skips school, she will call the juvenile court.

Sam: You want to convince the principal not to tell your mother.

Principal: You like Sam but feel he needs to have strict rules, and skipping school means a call home!

Student Hand-out

Lesson: Negotiation Strategies (13)

NEGOTIATION STRATEGIES

Here are 7 different strategies that people use in different situations.

1. Hit or Run. If Susan wants a pencil someone else is using, she grabs it without thinking about what is fair./ If Sandy doesn't want to play a game in gym, he puts his jacket over his head or runs away..

2. Just Give In. If the boss asks Mike to do something that is unfair, he does it anyway and doesn't say anything./ If his friends want to skip school, Jerry just goes along without saying anything.

3. Boss Around.. If Arthur wants to use the basketball, he says, "Give it to me now or else!"/
   If a teacher asks David to say in at recess he he says "You can't make me. Try it and I'll just walk out! No one tells me what to do."

4. Act Helpless. If Eddie's teacher wants him to finish his math, he whines and says, "I can't!" and puts his head down./
   If her friends want her to go roller skating, Abbie whines, "I don't know how" and won't go.

5. Bargain. If Kenny wants to go to the gym, he says, "I'll get you a soda after the game if you go with me now."/
   If Margaret wants to stop doing school work, she says, "I'll finish it for homework."

you try stapling those pieces together instead."

Ex: If someone wants to go to movie, asks other: "I'd like to go to a movie, how do you feel about that? What do you want to do? Would you like to go?" (adapts to do something else they both want if other doesn't like movie).

II.B. Case Study: Peers

Each case study involves a decision (whether or not to skip school; whether or not to join some kids in buying alcohol). However, observation and discussion of the role-plays should focus on the strategies students use to implement their decisions--in other words, the behavior they use to deal with each situation. For example, if a student decides not to skip school, he could use the following strategies with his friend:

1. Just say no; just leave; hit his friend ("Hit or Run")
2. Threaten to tell if the friend skips ("Boss Around"
3. Say "I'll get in trouble, I can't do it.""(Act Helpless")
4. Offer to go to the park with his friend after school instead ("Compromise")

The goal of this lesson is not to match student strategies with each of the 7 strategies listed above. Rather, it is to provide practice (for students and teachers) in recognizing different kinds of strategies--and then evaluating how well they work.

NOTE: Repetitive truancy can be a status offense - and involve a juvenile in the court system. Possession of alcohol by a minor is against the law.

II.C.4 Differences between adult and peer negotiations include:

1. Values: Adults often have different values than teens.
2. Power: Adults can get you in trouble, can punish you.
3. Language: Adults sometimes don't understand what kids are talking about.
4. Peer pressure: Teens really want to be liked/accepted by other teens, therefore negotiations are sometimes more complicated.
5. (others?)

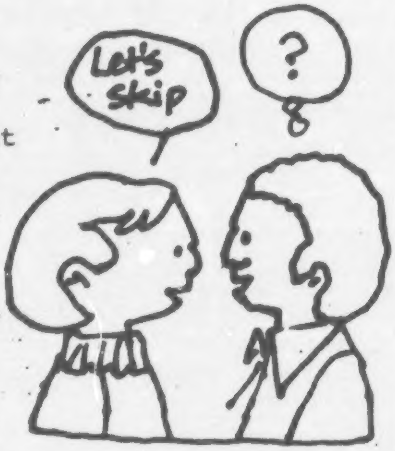
II.C. The purpose of providing students with a list of negotiation strategies is to help them recognize strategies (especially if they have difficulty or thinking them up). The list provides one additional opportunity for recognizing and labeling different strategies. It also provides a starting point for evaluating how different strategies work in different situations. This is a very complicated discussion--for adults as well as adolescents--and the lesson in no way attempts to "answer" the values questions involved in matching situations with strategies. However, it is our experience that making students more conscious of their negotiation strategies is itself a helpful and constructive exercise.

Finally, like Five Steps to Make a Decision, this list provides one thread to which teachers can refer in subsequent lessons--as well as in helping students reflect on their own classroom behavior.

Student Hand-out

Lesson: 13. Negotiation Strategies - CASE STUDIES

1. SKIPPING SCHOOL



Mark and Darren are new friends. They both dislike school, and usually skip about once a month. One day Mark says he wants to skip school, and go to the park--hang out, find some older guys and just have a good time. He wants Darren to come. Darren was told yesterday by the principal that if he keeps skipping school he will get in trouble.

Here are the roles:

Mark: You want Darren to skip and must try to convince him to come with you.

Darren: You're not sure you want to skip today, but you want Mark to be your friend.

2. BUYING BEER

Margarita is with two friends, Janet and Vicky. Janet and Vicky sometimes drink--just after supper, when they hang out behind the school. Tonight they see some older kids on the way to the liquor store. They ask Margarita if she will help them buy two six packs.

Margarita: You have tried beer once before and it was OK. You're pretty sure it's not a good idea to buy it and drink in the school yard. You want to be with your friends.

Student Hand-out

Lesson: Negotiation Strategies - CASE STUDIES/2

Janet and Vicky: You think drinking is fine and you never got caught before. You want Margarita to come with you and have some fun.

Lesson: Juvenile Law: Negotiation Strategies **Number:** 13

II.A. Introduction

Negotiation strategies (like Five Ways to Make a Decision) are intended to help students recognize and improve the ways in which they try to solve interpersonal problems. The strategies used in this curriculum derive from our observation, assessment and evaluation over the past two years. (See Procedural Manual for a more detailed description of the rationale for the negotiation strategies.) Remember that negotiation strategies are somewhat different from decisions: negotiation strategies refer to the behaviors students use in implementing a decision. This distinction is important, because the lesson should focus on the behaviors (or strategies) in each case study, rather than the actual decision (yes-no, etc.) See Instructor Guide, IIB for more on this issues.

EXAMPLES OF STRATEGY TYPES

1. One set of strategies is to impulsively use physical action to get what one wants (Hit or Run).

   Ex: If Joe wants a pencil someone is using, he grabs it without thinking of consequences.

   Ex: If Alice is asked to do something she does not like, she runs out of the room.

2. Another set of strategies is to give in thoughtlessly, without asserting self's needs (Just Gives In).

   Ex: If a mother asks her child to clean up her room, the child says "okay" even though she doesn't want to, i.e., she just does it without acknowledging that he or she doesn't want to.

Lesson: Negotiation Strategies/page 2 Number: 13

3. Another set of strategies is to tell, order or command, without considering the wants of other or giving reasons (Boss Around).

   Ex: If Arthur wants to use someone's toy, he says "Give it to me now, or else."

   Ex: If Jane wants to be up a t bat when someone else is up, she says "Let me bat or I'll beat you up."

4. A fourth set of strategies is to act helpless. (I can't)

   Ex: Bill acts helpless when trying to tie shoes, whining "I can't do it," without really trying.

5. A fifth set of strategies is to try to persuade/bargain with the other and give reasons, thinking of other's wants but only as a way to get what self wants (Bargain).

   Ex: If Kenny wants to go to gym, he says, "I'll go down and pick up snack today if you let me go to the gym."

   Ex: If Pete wants a friend to go sledding but his friend doesn't want to, Pete says: "You're such a great sledder, why don't you come out and sled?"

6. A sixth set of strategies is to ask others to convince the self (Give Me a Reason)

   Ex: "Why do you want to take me with you to visit your friend?" asks Alice if she does not want to go.

7. A final set of strategies is to compromise, paying attention to the needs of self and other and balancing them (Compromise - Let's Think About It).

   Ex: If two people are building a model and one person can't make her peices stick with glue, the other may say:"It's up to you whether you want to try this, but it may work better if

LESSON NUMBER: 13 Negotiation Strategies/page 2

Time	Content and Activities	Instructional Materials
	role-plays will give us a chance to look at different negotiation strategies. Then we'll try to decide which strategies worked well.	See Instructor Guide See Procedural Manual
	(Note: Options: We recommend actually role-playing the situations. However, it is also possible to write up scripts which "show" different strategies. Let students read each one as a "radio play" format and then discuss.	
	B. Friends	
	1. Read each situation on the student handout. 2. Ask for volunteers to role-play the situation.	See Instructor Guide and Student Handout
	3. Try to do at least two or three different role-plays to get at different strategies.	
	4. Ask students if they can give a name to the strategy used in each role-play.	See Student Handout for Part III.

LESSON NUMBER: B Negotiation Strategies/page 3

Time	Content and Activities	Instructional Materials
	C. Adult	
	1. Read and role-play each situation.	See Instructor Guide for part B.
	2. Try to get two or three different adult and teen strategies.	
	3. Ask students to name any new strategies they saw in this set (that they did not see in part B).	
	4. (Optional) Discuss how it is different to negotiate with a peer than with an adult.	See Instructor Guide II.C.4.
	III. Listing Negotiation Strategies	
	A. Use the strategies named in parts B and C above. List them on the board.	
	B. Ask if there are any other kinds of strategies that students use (or know about) that were not listed.	
	C. Read through the Negotiation Strategies handout. Ask students which strategies on the list they saw during the role-plays.	See Instructor Guide III.C. Student Handout: Negotiation Strategies
	D. Tell students we will use this list and talk more about negotiation strategies during the rest of the course.	
	IV. Evaluate the lesson	See Procedural Manual

Thanks for your
lesson evaluation!

Student Hand-out

Lesson: Negotiation Strategies/page 2

6. Give Me A Reason. If Alice wants to stay home and her friend wants to go to a movie, Alice asks, "Give me a reason why you want to go."/

   If Ted doesn't want to practice division, he asks his teacher, "Why do I have to do this stuff?"

7. Compromise: If Alice wants to stay home and her friend wants to go to a movie, Alice says, "Let's watch a movie on TV instead."/

   If Ted doesn't want to practice division, he asks his teacher if he can do half the exercise now and then take a break for a few minutes before he does the rest./

Check one:
___ Decisions About Drug Use
___ Adolescent Development and Sexualit
___ Job Preparation
___ Juvenile Law
___ People & the Government

ADOLESCENT ISSUES PROJECT

LESSON EVALUATION

Lesson # ______ Your Name ________________________________

Your School ________________________________

Date ________________________

1. Did you enjoy this lesson? Yes No Why? ____________________

____

____

2. Did the students enjoy this lesson? Yes No Why? ____________________

____

____

3. Did the lesson meet its objectives? Yes No Why? (Please address whether the activities should be changed or whether the objectives should be changed.) ____________________

____

____

4. What do you think the students got out of the lesson?

___ Facts ___ Practice with decision making

___ Self-reflection ___ Practice with communication skills ___ Exposure to new ideas

Other ____

____

____

5. Did the lesson address issues and/or skills which are relevant to your students?

Yes No Can you specify which issues and skills? ____________________

____

6. Was the "Instructor Introduction" in the lesson plan clear to you? Yes No

Please comment ______________________________

Was it helpful? ______________________________

7. Was the Instructor Guide helpful? Yes No Why? ______________________________

8. Were the Student Worksheets appropriate for your group? Yes No Why? Please comment on reading level, conceptual level, organization of the lesson, etc., if it is relevant.) ______________________________

Did the students participate in the activities? Yes No Why? ______________________________

Can you specify any particular activity that you thought worked particularly well or poorly? ______________________________

9. What would you like to change about this lesson? ______________________________

10. Other comments ______________________________

11. Do you think that the class (lesson) evaluation was an important part of the lesson? Yes No Why? ______________________________

12. Please record your class' evaluation by indicating the number of votes for each category. Please include your own vote by writing your initials in the appropriate category.

Excellent	Good	Fair	Poor	Other

LESSON 14

ASSESSMENT AND EVALUATION

LESSON: Introduction and Assessment NUMBER: 14

MAJOR OBJECTIVES:
1. To introduce the goals of the juvenile law course.
2. To assess students' conceptual understanding, attitudes and interests related to juvenile crime and law.

Time	Content and Activities	Instructional Materials
10	I. Teacher introduction Introduce the goals of the course and begin talking about some of the lessons and activities included in the course -- e.g., any guest speakers, films or filmstrips, etc.	see Instructor Guide
30	II. Assessment	
	A. Introduce reasons and expectations of juvenile law assessment	see Instructor Guide
	B. Complete assessment, either individually or as a group, depending on the needs and skills of students.	Juvenile Law Assessment
20	III. Evaluation	
	A. Use the student evaluation to review the course activities. Be sure to collect this data for future reference and course changes. Respond positively to students' ideas and criticisms; model and encourage constructive feedback.	see Procedural Manual
	B. Ask students for alternatives -- for new ideas about how to improv- the course.	

Lesson: Juvenile Law: Assessment ANSWER KEY (cont). **Number:** 1

6. F. A juvenile can be charged and tried as an adult if the offense is serious enough (e.g., murder).

7. T.

8. T. Juvenile laws began in this century. Work by Jane Addams and other reformers in the early years of the century led to the development of juvenile courts and the juvenile justice system.

9. T. The case of Gerry Gault (see Lesson 5) led the Supreme Court to decide that juveniles have the same rights as adults to due process--including the presence of a lawyer at all legal proceedings.

10. T.

DEFINE THE WORDS.

1. Detention A.
2. Juvenile D.
3. Due process B.
4. Adjudication E.
5. Constitution C.

III. YOU DECIDE

The two cases are designed to provide practice in listening to and judging the consequences of juvenile crime. Help students begin to consider:

a. What a crime looks like from different perspectives;

b. The rights and responsibilities of parents as well as juveniles;

c. Alternative consequences (punishments);

d. The causes of juvenile crime . . . societal as well as personal.

INSTRUCTORS' GUIDE

Lesson: Introduction and Assessment **Number:** 1

I. Teacher Introduction

There are many goals that are suitable for a course in juvenile law. This course will emphasize the following:

A. A basic understanding of legal rights, responsibilities and procedures as they relate to juveniles.

B. Exploration of student attitudes about crime, police, juvenile law system and their responsibility in relationship to juvenile crime as a social phenomenon.

C. Basic understanding of the consequences of juvenile crime, for the juvenile, the victim, and society.

D. Practice in using the Five Steps (see Procedural Manual) to develop solutions to juvenile crime.

E. Opportunity to look at crime and courts from different perspectives: juvenile, police, victim, judge, court worker, parent.

Students should be encouraged to think about specific other topics and/or activities which can be included in the course. (See II.C.2)

II. Assessment

Remind students that the purposes of the assessment are to find out: 1) what they already know, so that the teacher can plan a good course (not too repetitive but not missing important information), and 2) what students want to learn more about.

ASSESSMENT ANSWER KEY

I. What is your opinion?

1. Keep a score of how students vote. Use this to help plan lessons and other activities. Compare the ways in which different students voted.

2. Same as number 1. Ask students what they would like to learn from the visit(s) they checked.

3. ____________________

4. All of these can get juveniles in trouble with the law. However, (c), (d), (f) and (h) would not be considered crimes in most cases if they were committed by an adult. They are status offenses: behaviors that specifically involve juveniles and the law.

5. Discuss the implications for punishment and rehabilitation of each of the "causes" of crime. Collect student opinions. See if opinions change as a result of the class.

II.

A. True or False

1. F. The age for defining a juvenile changes from state to state but in most cases it includes teenagers younger than 18.

2. T.

3. F. except if a case is appealed.

4. T.

5. F. Most teenagers get in trouble for status offenses--truancy, running away, etc. Theft (larceny) is the most common crime today.

Name, please ________________________________

JUVENILE LAW

This class will help you learn more about how the law deals with teenagers (or juveniles). It will help you learn about your rights and responsibilities. It will help you learn how you can help other teenagers stay out of trouble with the law.

The first part of this class will help us find out what you know about crime and the law. It will also help us find out what you want to learn.

Please answer these questions. If you don't know an answer, try to guess. Try to answer all the questions on your own.

1. WHAT IS YOUR OPINION?

This part asks about your opinion. There are no right or wrong answers.

1. I want to find out more about:

___a) my rights if I am arrested
___b) what happens when a juvenile gets arrested
___c) what happens in court
___d) how juvenile court started
___e) what it is like in a detention center
___f) what kinds of jobs you can get helping teenagers
___g) how to help teenagers stay out of trouble
___h) different kinds of crimes and punishments
___i) (list any other interests you have:) ______________________________

2. I would like to visit with:

___a) a lawyer
___b) a policeman or policewoman
___c) a judge
___d) a juvenile court session
___e) someone who has been convicted of a crime
___f) a probation officer or court worker
___g) (someone else?) ______________________________

JUVENILE LAW ASSESSMENT

Name, please ____

Date ____

Adolescent Issues Project 1981 Field Test Copy

Assessment / page 2 Name, please ______________________

3. I know about crime and the law from:

___a) reading the newspaper
___b) watching TV news
___c) listening to radio news
___d) watching TV crime shows
___e) other kids I know
___f) my parents
___g) (list any other sources) ______________________________

4. Which of these is a crime?

___a) stealing from a store
___b) hanging around behind a school
___c) skipping school
___d) running away from home
___e) hitting your parent
___f) smoking cigarettes
___g) not helping someone who is hurt
___h) swearing at adults

5. What do you think causes juveniles to commit crimes?

___a) They need money.
___b) They are bad people.
___c) They want to impress other kids.
___d) They don't know the law.
___e) Their parents are not strict enough.
___f) Laws are unfair, so kids just break them.
___g) (another reason?) ______________________________

6. Put a star (★) next to the cause that you think is most important in number 5.

Name, please ______________________

II. WHAT DO YOU KNOW ABOUT CRIME AND LAW?

A. True or False (T or F)

1. A juvenile is someone who is between 18 and 21 years old. ______
2. A juvenile has the right to a lawyer. ______
3. A juvenile usually has a trial by jury. ______
4. A juvenile can appeal to a higher court. ______
5. Most juveniles get in trouble for stealing cars. ______
6. A juvenile can never get sent to prison. ______
7. There are special laws for juveniles that are different from laws for adults. ______
8. Juvenile courts did not exist 100 years ago. ______
9. Before 1967, a juvenile did not have the right to a lawyer. ______
10. A delinquent is a juvenile who commits an act that would be a crime if an adult did it. ______

DEFINE THE WORDS

Draw a line from the word to the definition.

1. Detention
2. Juvenile
3. Due process
4. Adjudication
5. Constitution

A. Temporary placement of a juvenile offender.
B. The legal rights a juvenile has.
C. The most important laws in the United States.
D. A person younger than 18.
E. Decision of a judge, based on evidence

Name, please ______________________________

YOU DECIDE

Here are two cases. Read them and decide what you would do if you were the judge. Check (✓) which decision you agree with, or add your own.

The Car Theft

1. Gary is 17 years old. One night he bought some beer for his friend, Tom. Tom got drunk, broke a car window, hot wired the car and drove off. A block later, he had an accident. Tom was arrested. He told the police that Gary bought him the beer. Gary was brought to juvenile court. You decide:

A) Is Gary guilty of a crime? Yes No

Why? ____

B) If Gary is guilty, what is a fair punishment?

____

C) Who should pay for damages in the accident?

Tom Gary Tom's parents Gary's parents

2. The Run Away

Carla was always fighting with her mother and father. Her mother complained about her grades in school. Her father never let her go out with guys. One day she decided to quit it all and run away to New York. She took $20 from her mother's purse and left home. She got a ride heading for New York. Later she was picked up by the police for hitchhiking on the highway.

A) What should happen to Carla?

___She should be sent to a foster home.

___She should pay back the money.

___She should see a counselor on probation.

___Nothing: it is her parents' fault.

B) Should juveniles be punished for running away?

Yes No Why? ______________________________

____

If you say yes, what is a fair punishment? ______________

____

C) Should parents be held responsible if their kids run away? Yes No

Why? ____

D) Is "hitchhiking" a crime? Yes No

Check one:
___ Decisions About Drug Use
___ Adolescent Development and Sexualit
___ Job Preparation
___ Juvenile Law
___ People & the Government

ADOLESCENT ISSUES PROJECT

LESSON EVALUATION

Lesson # ______ Your Name ____

Your School ____

Date ______________________________

1. Did you enjoy this lesson? Yes No Why? ____________________
____
____

2. Did the students enjoy this lesson? Yes No Why? ____________________
____
____

3. Did the lesson meet its objectives? Yes No Why? (Please address whether the activities should be changed or whether the objectives should be changed.) ____________________________________
____
____

4. What do you think the students got out of the lesson?

___ Facts
___ Practice with decision making
___ Self-reflection
___ Practice with communication skills
___ Exposure to new ideas

Other ____
____
____

5. Did the lesson address issues and/or skills which are relevant to your students?

Yes No Can you specify which issues and skills? ____________________
____

6. Was the "Instructor Introduction" in the lesson plan clear to you? Yes No

Please comment ____

____

Was it helpful? ____

____

7. Was the Instructor Guide helpful? Yes No Why? ______________________

____

8. Were the Student Worksheets appropriate for your group? Yes No Why? Please comment on reading level, conceptual level, organization of the lesson, etc., if it is relevant.) ______________________________

____

Did the students participate in the activities? Yes No Why? __________

____

____

Can you specify any particular activity that you thought worked particularly well or poorly? ____

____

9. What would you like to change about this lesson? ______________________

____

____

10. Other comments ____

____

11. Do you think that the class (lesson) evaluation was an important part of the lesson? Yes No Why? ______________________________

____

12. Please record your class' evaluation by indicating the number of votes for each category. Please include your own vote by writing your initials in the appropriate category.

Excellent	Good	Fair	Poor	Other

Thanks for your
lesson evaluation!

If you wrote yes, what activities helped?

- ____ Reading about the law
- ____ Role-plays
- ____ Sharing stories about the law
- ____ Guest speaker
- ____ Filmstrip or movie

VI. Please add anything you want about the course. Thanks.

JUVENILE LAW:
DECISIONS AND ALTERNATIVES

Student Evaluation

Please let us know what you think about the class and the activities. We will use your ideas and suggestions to improve the course. THANK YOU!

I. Please check (✓) the topic you learned most about.
Please X the topics you learned least about.

_____ laws that affect you

____ five steps to make a decision

____ Due Process Rights

____ How Juvenile Courts Began

____ How Juvenile and Adult Laws Are Different

____ How Juvenile and Adult Courts Are Different

____ What happens at Juvenile Court (Steps)

____ Jobs At Juvenile Court

____ Strategies for Dealing With Law Problems

II. Which topics do you think all juveniles should know about?

____ Their Rights

____ Why Juvenile Courts Exist

____ Jobs in a Juvenile Court

____ What Things Juveniles Can Be Arrested For

____ Alternatives to Juvenile Court

____ How Juveniles Can Help Each Other Stay Out of Court

____ How Laws Are Different in Different States

____ What Happens to a Juvenile in Court

____ What Happens to a Juvenile in Detention

III. Why Do You Think We Have a Class About Juvenile Laws?

____ To keep juveniles out of trouble

____ Teachers think juveniles are always in trouble

____ Everyone should know their legal rights and responsibilities

____ Juveniles Need to Know their rights if they get arrested

____ Juveniles should know how to help each other stay out of trouble

IV. If you could teach this class, what would you do?

____ Read more about the law.

____ Visit a juvenile court

____ Interview juvenile court lawyers and judges

____ Interview juveniles who have been to court

____ See a movie or filmstrip about juvenile law

____ Do more role-plays about problems juveniles face.

____ Make the class longer

____ Make the class shorter

V. Has this class helped you make better decisions about getting involved with the law? Yes ____ No ____